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ABSTRACT

The Penasco School System's Career Education Program (PENCEP) in New Mexico is being evaluated over a three-year time span. Second-wave data collection (reported here) took place during the third semester of PENCEP's operation, midpoint in its development. A school site similar to Penasco but which has no formal, externally funded career education program was selected for comparison purposes. (Over 90% of students in both schools are Spanish surnamed.) Based on structural questionnaires, data at both schools was gathered during personal interviews with teachers, administrators, seniors, and a sample of fourth and eighth graders. Evaluation focused on the achievement of PENCEP objectives; relation of outputs to achievement of objectives; non-program variables which influence achievement of objectives; impact on community institutions; problems encountered in meeting outputs and attaining objectives; and changes for program improvement. PENCEP objectives include the development of favorable attitudes and conducive behavior toward work and formal education; development of career decision-making skills and job skills; and the placement of students in meaningful, productive careers. Data analysis indicates that the program is running smoothly, but impact on students is ambiguous. It was concluded that the third year of PENCEP operation will be successful if the current level of efficiency in functioning can be maintained, if student gains from the program can be clearly demonstrated, and if full integration of PENCEP concepts, approaches, facilities, and equipment can be accomplished in the school system. (BM)

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KIRSCHNER ASSOCIATES, INC.

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Second Year Report of Findings
Peñasco Career Implementation Program
Third Party Evaluation

June 25, 1975

Prepared for:
New Mexico Department of Education
Vocational Education Division
Santa Fe, New Mexico

Albuquerque

U.S. DEPARTMENT OF HEALTH,
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Albuquerque, New Mexico 87106 / 2425 Alamo Avenue, S.E. / (505) 243-1763 Washington, D.C. 20005 / 733 15th Street, N.W. / (202) 638-3423

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EVALUATION REPORT

INTRODUCTION

This report describes the findings resulting from the second wave of data collection for the evaluation of the Peñasco School System's Career Education Program (PENCEP). The evaluation is being conducted over a three year time span; substantive program impact is expected to require that amount of time to appear. Second wave data collection took place during the third semester of PENCEP's operation in the Peñasco School System. These data, thus, depict the program at the midpoint of its development. While it is still too early to draw firm evaluative conclusions about the program's effectiveness or success, these midpoint data may be treated as suggestive of the direction in which the program is moving. In this report we will ascertain the current status of the PENCEP program with regard to each of the evaluation questions which underlies the longitudinal evaluation study. We will also report some subjective feedback from those who are involved with PENCEP (students, teachers, and administrators)--feedback which may be useful for shaping and orienting the PENCEP as it continues to develop.

The text of the report takes up, first, a discussion of the evaluation methodology underlying the study. Subsequent to that discussion, the findings of the second wave data collection effort are presented in two sections. In the first section, data are presented which bear on the evaluation questions around which the three year study has been organized. In the second section, opinion data on the program (subjective feedback) from teachers, administrators and students are presented.

Following the narrative text of the report are appendices of data summaries showing response distributions to all questionnaire items. These data are presented according to respondent category, with a separate appendix for each. Care was taken to format the appendices in a manner identical to that used last year, so that comparisons between 1974 and 1975 study results could easily be made. For the reader's convenience, appropriate appended supporting data for the analytic discussions are referenced throughout the text.

METHODOLOGY

Overview of the Evaluation Design

In the original design for the evaluation of PENCEP, a longitudinal approach was employed whereby data on program activities and effects are gathered at annual intervals over a three year period. That design has been amended to include a comparison group, in accordance with suggestions made by the U.S. Office of Education for third party evaluation designs of career education programs.

A comparison group design provides information about two groups which exist at the same point in time. One of the groups receives a certain kind of treatment--in this case a formal career education program--and the other group does not. Originally, in the PENCEP evaluation, we utilized a design which tells us about groups of students (graduates, seniors, 8th graders and 4th graders) at different points in time. These groups are assessed annually, over a three year period. In consequence, as each year passes, the classes studied have had more exposure to the PENCEP program. (For example, in the evaluation's first year, PENCEP had been in operation for only one semester; in the evaluation's final year it will have been in operation for five semesters.) By adding comparison groups to the design we originally used, we will be able to compare each year's findings about the classes' increasing exposure to the program to findings about classes which have had no formal career education program such as PENCEP in their schools. Comparisons of this sort will help us to track the progress of PENCEP's effect--to determine how much difference increasing exposure to the program makes to the students in the classes studied. In addition, we will be able to make these comparative statements without concern as to whether historical or maturation factors have contributed to whatever differences may be observed; because the comparison observations are made at the same point in time, there is no opportunity for these factors to influence the findings. In short, the addition of comparison groups to the evaluation design will enable us to speak with greater certainty about the impact of PENCEP on the students in the Peñasco school system.

The comparison site chosen for incorporation in the PENCEP study is another small Northern New Mexico town. Peñasco and the comparison site (and their respective school systems) are not, of course, perfectly identical. There is a very strong similarity between the two on several important characteristics, however. Peñasco has a population of 450, the comparison site, 598. Both village school systems serve the populations of the surrounding countryside; the number of students per square mile in each instance is approximately 1.8. The median family income is $3,750 annually in Peñasco and $4,000 in the comparison village. Twenty-two percent of the adults in Peñasco are high school graduates, compared with 29 percent in the comparison community. The unemployment rate in Peñasco is 12.6 percent; in the comparison community it is 8.5 percent. Approximately 98 percent of the Peñasco school system's pupils and 93 percent of the comparison school system's pupils are Spanish surnamed. Two factors, of which we were not aware when the comparison site was chosen, may have some bearing on the study's outcome with regard to student employment: (1) a large religious retreat facility, located approximately eight miles from the comparison site, offers a number of "student-type" jobs: part time and summer work in culinary and custodial services; and (2) an NYC program, which sponsors summer jobs for students, operates in the comparison town.

The comparison site has, of course, no formal, externally funded career education program. The administrators and the teachers in the comparison school are conversant with the concept of career education and its importance is recognized. All of the administrators and 95 percent of the teachers report that certain career education activities are carried out in the comparison school system. Among the activities mentioned are class discussions and projects, integration of career education concepts and information into the subjects taught, and the use of audio-visual aids, speakers, activity cards and other specific career education support devices. The comparison school also takes advantage of what state materials and workshops are available in career education. The comparison school thus recognizes, values and practices career education concepts; it does not do so in a formal, comprehensive and coordinated manner, however, and has no financial resources that can be applied specifically to career education.

Data Collection Procedures

During each yearly observation period or wave, data are obtained, in Peñasco, from administrators, faculty, graduates and students and, in the comparison school system, from faculty and students. These data are supplemented with school records from both sites showing attendance patterns, dropout rates, job placement statistics and other indicators of system-wide conditions.

Data were collected in Peñasco during the week of April 14th, 1975, and during the following week in the comparison school. Information at both schools was gathered during personal interviews with teachers and seniors. In addition, a 10 percent sample of fourth and eighth graders was interviewed. A total of 127 interviews were obtained in Peñasco, including 48 classroom teachers, 12 administrators, 50 seniors, 9 eighth graders, and 8 fourth graders. The "administrators" category included both the public school officials and PENCEP staff. At the comparison site, 36 classroom teachers, 48 seniors, 7 eighth graders and 4 fourth graders were interviewed. All interviews were based on the structured questionnaires designed by the contractor for the various categories of respondents.

Interviews with respondents at both Peñasco and in the comparison school were conducted in private rooms made available by school officials for that purpose. The student interviews were scheduled during school hours, and students were excused from classes for their interviewing sessions. Teachers were interviewed during school hours and immediately after the close of the school day, whenever their teaching and activity schedules would permit. Logistical and scheduling preparations for the student, teacher and administrator interviews were made by the PENCEP Teacher Coordinator in Peñasco, and by the elementary and high school counselors in the comparison school, prior to the contractor's arrival.

Information from the former Peñasco students was collected by the contractor through mail questionnaires and telephone interviews. Attempts were made to elicit information from all graduates of the class of 1973 and the class of 1974. We anticipated fewer problems in response rates from graduates this year, due to our interviewers having informed last year's seniors that we would be wanting to get in touch with them again and obtaining "how to reach you next year" information. Our expectations were not borne out, however. Of 60 1973 Peñasco graduates, we were able to obtain data from 14; of 45 1974 graduates, 16 responded to our mail questionnaires and telephone calls.

DATA AND FINDINGS RELATED TO EVALUATION QUESTIONS

As discussed in our earlier reports, the evaluation questions define a study's focus: delineating the items the evaluation effort will address. The questions which form the basis of the PENCEP evaluation are reiterated below. Each of the questions will then be discussed in turn, to the extent that the currently available data yield information relevant to it.

PENCEP Evaluation Questions

1. Have PENCEP's objectives been achieved?
    - a. Have students developed favorable attitudes toward work and behavioral patterns conducive to obtaining work?
    - b. Have students developed favorable attitudes toward formal education and behavior conducive to continued learning?
    - c. Have students developed appropriate career decision-making skills?
    - d. Have students developed appropriate job skills?
    - e. Have the maximum number of students (including dropouts) been placed in meaningful, productive careers?

2. In what way are PENCEP's outputs (that is, the program's activities) related to the achievement of its objectives?
3. What non-program variables (for example, student, teacher, classroom) appear to influence the achievement of PENCEP's objectives?
4. Has PENCEP had any impact on community institutions?
5. What problems have been encountered by PENCEP in meeting its outputs and attaining its objectives?
6. What changes would be required in order to improve the effectiveness of PENCEP?

Question 1: Have PENCEP's objectives been achieved?

As suggested in the Introduction to this report, firm statements regarding the successful achievement of program objectives are considered premature. We feel it is reasonable to treat the data acquired this year as indicative of progress, or the lack of it, toward objective achievement. It is important to bear in mind, however, that the program was not designed with the intent of achieving its results within a year or two, as demonstrated by the three year funding period established for PENCEP. The data to be presented regarding objectives and progress toward them must be interpreted accordingly. Conclusions cannot be drawn at this point, although appraisals of progress can legitimately be made.

In response to Question 1, each objective will be examined in turn.

a. Have students developed favorable attitudes toward work and behavioral patterns conducive to obtaining work?

Appendix B_2, Q.1
Appendix C, Q.1
Appendix D, Q.1
Appendix E, Q.1

Appendix C/C, Q.1
Appendix D/C, Q.1
Appendix E/C, Q.1

Appendix B_2, Q.2

Appendix D, Q.2

Appendix C/C, Q.2
Appendix D/C, Q.2

Appendix C, Q.2

As was true last year, all of the Peñasco graduate and student respondent groups indicate they feel it is important for an individual to have a job if he is not enrolled in school. Similar proportions of students interviewed in the comparison school express that opinion as well. The reasons advanced for the importance of having a job vary somewhat for some respondent groups from those expressed last year. Graduates (class of '73) interviewed last year most often cited "basic support" as the rationale for job holding, while graduates (class of '74) interviewed this year preponderantly mentioned "gaining experience"--either in the world of work or in a particular occupational line. Eighth grade respondents list a much greater variety of reasons for job holding this year than last. The comparison group respondents differ from those in Peñasco primarily in their strong emphasis on the simple need to support oneself in the world as the basic rationale for job holding. Generally speaking, this year's Peñasco respondents seem to have moved away from the singularity of that viewpoint.

Appendix B_2, Q. 6-7
Appendix C, Q. 6-7
Appendix D, Q. 6-7

The graduates and older students were also asked whether they think a person's job contributes much to his life satisfaction. Responses are virtually unchanged

Appendix C/C, Q. 6-7
Appendix D/C, Q. 6-7

from last year and no different from the comparison group: there is felt to be a strong relationship between one's job and one's satisfaction with life.

Appendix A, Q. 11
Appendix A/C, Q. 1
Appendix A, Q. 13
Appendix A/C, Q. 3

Three quarters of the teachers (compared with two thirds last year) were willing to express a judgment regarding their students' attitudes toward work. A higher proportion (73%) of the teachers interviewed this year feel that more than half their students have positive attitudes toward work. Fifty-five percent of the teachers last year held that view. Peñasco teachers also rather substantially outweigh the comparison school teachers in their viewpoint on student work attitudes: forty-eight percent of the comparison school teachers perceive that more than half their students have positive attitudes toward work.

Appendix B_2, Q. 4
Appendix C, Q. 4

Regarding the development of behavioral patterns conducive to obtaining work, we asked graduates and the older students to identify the factors they feel are responsible for both being hired and being kept on a job. In answer to the "factors in hiring" question, the class of '74 graduates most often mentioned appearance and the ability to get along with others as the important factors in being hired. In contrast, the graduates questioned last year cited work habits and the ability/experience dimension as most important. There was a similar downturn in the proportion of this year's seniors mentioning work habits as important and a similarly greater emphasis on the ability to get along with others as an important factor.

Appendix C/C, Q. 4
Appendix D, Q. 4
Appendix D/C, Q. 4

The response distributions of this year's seniors in both Peñasco and the comparison school in answer to the "factors in hiring" question are almost identical. In general, the seniors cite a much wider variety of factors potentially involved in being hired for a job than the seniors did last year. Responses of eighth graders to this question differ from last year's primarily in a lessened emphasis on education. Responses from eighth graders at the comparison school contrast with those in Peñasco in that they identify work habits and ability and experience as the most important factors in being hired.

Appendix B_2, Q. 5
Appendix C, Q. 5
Appendix D, Q. 5
Appendix C/C, Q. 5
Appendix D/C, Q. 5

Responses regarding the factors most important in keeping a job are almost identical to those of last year: a person's work habits and his ability and job performance are uniformly cited across all groups as the important factors in retaining a job. These factors are emphasized by the comparison group as well.

Appendix C, Q. 9
Appendix D, Q. 9
Appendix E, Q. 4
Appendix C/C, Q. 9
Appendix D/C, Q. 9
Appendix E/C, Q. 4
Appendix B_2, Q. 9

When asked if they expect to become employed after completing their schooling, students answer affirmatively in similarly high proportions to those obtained last year. The comparison groups do not differ from Peñasco respondents in their plans to become employed. Among the 1974 Peñasco graduates, 38 percent report

Appendix B_1, Q. 1
Appendix B_2, Q. 10

they are currently employed, compared with 57 percent of the 1973 graduates who currently report having jobs. Of the 63 percent of 1974 graduates who are not employed, 36 percent say they are going to school, 18 percent state that they are unable to find jobs.

b. Have students developed favorable attitudes toward formal education and behavior conducive to continued learning?

Appendix B_2, Q. 24
Appendix C, Q. 31
Appendix D, Q. 29
Appendix C/C, Q. 47
Appendix D/C, Q. 29
Appendix B_2, Q. 25-26
Appendix C, Q. 32-32a
Appendix C/C, Q. 48-48a

In order to ascertain the graduates' and older students' perspectives on the value of formal education, we asked them, first, what are the important things a person needs to know in order to get along in the world and, following that question, whether the best way to learn these things is by going to school. The responses of all groups (including the comparisons) are essentially the same as last year's, identifying skills in the "getting along with others" category as the important ones. The class of '74 graduates indicate an increased emphasis on "school" as the best place to learn important skills for living (69%, as contrasted with 58% last year). This year's seniors, however, mention school somewhat less often as the best source of skills for living (66% as contrasted with 78% last year). Some of both the Peñasco and comparison group seniors suggest that both school and other experiences such as "life in general" contribute to one's learning of the important things to know. No combination responses of that sort were made last year.

Appendix C, Q. 33
Appendix D, Q. 24
Appendix E, Q. 13
Appendix C/C, Q. 49
Appendix D/C, Q. 24
Appendix E/C, Q. 13

Appendix C, Q. 36
Appendix D, Q. 25
Appendix E, Q. 14

Appendix C/C, Q. 52

When asked whether they would quit school now if they were free to do so, all of the groups (including the comparisons) answered overwhelmingly "no." This type of response was given last year as well. Among all of the Peñasco groups, the most often mentioned justification (also true last year) for continuing education was that it is generally desirable to have adequate schooling, with the next most frequently mentioned reason being that better job opportunities are available to those with better education. The comparison group seniors differ from this pattern in emphasizing "better job opportunities" over "generally desirable" as the reason for staying in school.

Appendix C, Q. 37
Appendix C/C, Q. 53

Appendix B_2, Q. 27

Appendix B_1, Q. 12

Some interesting contrasts appear among the answers of this year's and last year's Peñasco seniors and the comparison group seniors to the question regarding how far they intend to go in school. The modal (most often chosen) response category for the 1974 seniors was "high school"; for the 1975 seniors the modal response category is "college"; and for the comparison group it is "vocational technical school." Among the graduates, the proportion of class of '74 graduates currently enrolled in college (31%) is similar to the proportion of '73 graduates who reported this status last year (39%) and who are still enrolled this year (29%). None of the 1973 graduates contacted this year are enrolled in vocational technical school; 19 percent of the 1974 graduates report being so occupied.

Appendix B_2, Q. 34
Appendix C, Q. 40
Appendix D, Q. 32
Appendix E, Q. 19
Appendix C/C, Q. 56
Appendix D/C, Q. 32
Appendix E/C, Q. 19

When asked whether a person keeps learning all his life or stops learning things when he stops going to school, all respondent groups (including comparisons) indicate that learning is life-long. This response was obtained last year as well.

Appendix A, Q. 17
Appendix A/C, Q. 7

Through the teacher interviews, we obtained several assessments of the students' attitudes and habits associated with learning. Teachers were asked first to appraise their pupils' work habits. Responses to this questionnaire item are substantially more positive this year than last. In 1975, 69 percent of the teachers said that more than half of their students have "good" work habits compared with 52 percent who made this statement last year. Among the comparison teachers, 33 percent hold this view of their students.

Appendix A, Q. 18
Appendix A/C, Q. 8

Teachers were also asked to assess their students' attitudes toward education. The proportion who feel that more than half of their students have "a real interest in learning" has not changed since last year (64%). Thirty percent of the comparison school teachers hold this view of their students.

Appendix Q, Q. 19

Finally, when asked about their students' learning and study habits, 36 percent of the Peñasco teachers (as compared with 48 percent last year) said that more than half their students have "good" learning and study habits. Among the comparison school teachers, 30 percent feel that more than half their students' learning and study habits could be so appraised.

Teachers this year were asked to give an overall appraisal of change in their students' attitudes toward school and school work habits rather than to specify whether change had occurred in each of the areas they were questioned about. Sixty-two percent of the Peñasco teachers state that changes have indeed occurred this year. The two most often mentioned areas of difference are positive attitudes and displays of interest on the part of the students, and their more diligent application to school work. Moreover, it was noted by some that changes have occurred as well in classroom conditions--such as smaller classes--and in the teachers themselves, who were described as being more experienced and having better rapport. Seventeen percent of the responses focus on negative changes such as lessened student motivation.

Appendix A, Q. 20

Appendix A, Q. 21

In the comparison school, 76 percent of the teachers report that this year's students differ in their attitudes toward school and school work habits. Fifty-five percent of the changes described are positive, such as better attitudes, better work habits, taking school more seriously; and 44 percent are negative, including lack of

Appendix A/C, Q. 10

Appendix A/C, Q. 11

interest in school and lack of willingness to work, less maturity and more discipline problems.

c. Have students developed appropriate career decision making skills?

Appendix C, Q. 11
Appendix D, Q. 11
Appendix E, Q. 5
Appendix C/C, Q. 11
Appendix D/C, Q. 11

As noted earlier, a high proportion of the students expect to become part of the employed labor force when they are through with school. Ninety-one percent of the Peñasco seniors (up from 80% last year), 100 percent of the fourth graders and 87 percent of the eighth graders specified the occupational field they have decided to enter. Eighteen percent of the comparison group seniors and 38 percent of the eighth graders could not specify the occupational field they would enter.

Appendix C, Q. 16
Appendix C/C, Q. 16

Although more Peñasco seniors know what sort of jobs they intend to seek, fewer of them, compared with last year, specified that these jobs would be lifetime careers. In 1974, 37 percent of the seniors identified their specified occupation as a lifetime career choice, while 19 percent did so in 1975. In the comparison school, 47 percent of the seniors identified the job they would take as a lifetime career.

Appendix C, Q. 18
Appendix D, Q. 12
Appendix C/C, Q. 18
Appendix D/C, Q. 12

Seniors and eighth graders were asked how they had made their career decisions. As was true last year among the Peñasco seniors, personal interest in the career area is most often cited as the reason a particular career had been chosen. This reason is also cited most often by seniors in the comparison group. Peñasco eighth graders this year list a much wider variety of factors affecting their career decisions, rather than concentrating their responses in the "personal interest" category as they had in 1974. Eighth grade comparison respondents reported that their career decisions were based on personal interest (67%) and family influence (33%).

Appendix C, Q. 19

Appendix C/C, Q. 19

The data indicate that this year's Peñasco seniors made their career decisions at an earlier point than did the 1974 seniors or the comparison group seniors. Sixty-three percent of the 1975 seniors who have made career plans had decided on their career areas in their junior or sophomore years. Among the 1974 seniors this proportion is 46 percent; among the comparison seniors it is 49 percent. When asked whether they were doing anything to prepare for their future careers, however, considerably fewer of the 1975 seniors answered "yes" (60%); among the 1974 seniors, 70 percent said "yes," while 71 percent of the comparison seniors responded affirmatively.

Appendix C, Q. 21

Appendix C/C, Q. 21

Appendix B_2, Q. 18

Appendix C, Q. 23

Appendix D, Q. 18

We asked the graduates and current students what sort of advice they would give a friend who was trying to decide what to do when he had finished school. This year, as last year, the preponderance of the graduates' responses were to advise acquiring the college or vocational training necessary to support one's decision. Whereas last year a similar proportion recommended considering one's capabilities in making career decisions, this year the next most frequently mentioned category of decision making aid was to "help (the friend) make his plans." Responses of this sort focused on the process of making the decision rather than giving specific content advice. Among the seniors, this year's respondents differ from the class of '74 in giving greater emphasis to considering one's own capabilities and suggesting college or vocational training and the military and much less emphasis to seeking information from school-related sources and friends. The responses of the comparison group seniors follow the same distribution pattern as the Peñasco 1975 seniors. Among the eighth graders, there is no substantive difference between this year's response distribution and last year's, nor between the Peñasco and comparison group respondents: they focus on personal capabilities and gaining work experience as the best advice they could give a friend.

Appendix C/C, Q. 23

Appendix D/C, Q. 18

Sixty-five percent of the Peñasco teachers this year were able to rate their students' ability to make career-related decisions. Of those able to make such a judgment, similar proportions of teachers this year (32%) and last (35%) feel that more than half of their students can make an intelligent career choice. In contrast, 12 percent of the comparison group teachers able to make such a judgment feel that more

Appendix A, Q. 14
Appendix A, Q. 16

Appendix A/C, Q. 6

than half of their students are so capable.

d. Have students developed appropriate job skills?

Appendix C, Q. 41

Appendix C, Q. 43

Appendix C/C, Q. 42

Appendix C/C, Q. 44

As was true last year, about 80 percent of the seniors report receiving training or acquiring job experience of some sort during their high school years. Of those who have acquired job experience, 83 percent of the 1975 respondents, compared with 65 percent in 1974, reportedly obtained the experience through the PENCEP program. The seniors at the comparison school were asked whether they were holding jobs or were expecting to obtain jobs this summer. Ninety-two percent of the respondents answered affirmatively; while 8 percent of these comparison group seniors had been aided by school personnel in finding their jobs, 58 percent had obtained employment through directly contacting employers, 34 percent through the offices of friends and relatives.

Appendix C, Q. 44

When the Peñasco seniors were asked whether they felt adequately prepared by their training or experience to take a job in the area they had trained in, about two thirds (as was also true last year) responded yes.

e. Have the maximum number of students been placed in meaningful, productive careers?

Statistics were collected by PENCEP on future plans of the 58 members of the 1975 graduating class. These data indicate that 62 percent (compared with 69% last year) of the class have made definite plans for obtaining post high-school education.

Forty percent (29 percent last year) of the seniors say they will go to college; 22 percent (40 percent in 1974) are planning to enter vocational-technical schools.

Four Peñasco seniors (7%) are entering the military service and 5 are simply undecided about their futures. Nineteen percent (11 students) say they will seek employment. Of this number, 7 have received placement assistance from the job placement officer.

Question 2: In what ways are PENCEP's outputs related to achievement of its objectives?

Assessing the relationship between outputs and intended program accomplishments requires, first, determining whether intended program outputs have been carried out. PENCEP's programmatic character can be described in general categories of effort, or output. One major category of output concerns the provision of information on career areas and specific occupations and the preparation required for them. A second category is the provision of information on the career benefits of formal education. A third area of program effort lies in educating students to make career decisions. PENCEP is also aimed at providing exposure to the world of work, providing individualized counseling and providing job placement and follow-up services. Through our interviews with teachers, administrators and students, we have obtained information relating to PENCEP's second year activities in each output category.

Career and career preparation information.

Appendix A, Q. 1
Appendix C, Q. 24
Appendix C/C, Q. 24
Appendix D, Q. 19
Appendix E, Q. 7
Appendix D/C, Q. 19
Appendix E/C, Q. 7

This year, as last, the goal of the PENCEP program most often mentioned by teachers is the provision of information on occupations and careers and how to prepare for them. Citations of this objective account for about a quarter of the responses made to the query "What would you describe as the goals of PENCEP?" Peñasco seniors, however, seem to be less aware of class discussions on these topics than were last year's seniors. Forty percent of the 1975 seniors report there were no class discussions regarding jobs, while only 26 percent of the respondents made this statement last year. The comparison group's response patterns are similar to the 1974 seniors: 29 percent say there have been no discussions of jobs and careers. In the cases of the eighth grade and fourth grade Peñasco respondents, there is almost no change from last year, with about half the respondents reporting discussions of jobs and careers in class. Many more of the comparison school's eighth grade and fourth grade respondents, however, report such discussions taking place.

Appendix C, Q. 25
Appendix C/C, Q. 25

The students were also asked what sorts of topics had been discussed. The response distributions obtained from both the Peñasco and comparison group seniors show marked similarity to last year's: occupational descriptions and applying for jobs are the

Appendix D, Q. 20
Appendix D/C, Q. 20

two most often mentioned topics. The eighth graders, as well, continue to mention occupational descriptions as the topic related to jobs and careers most often discussed in class.

Appendix E, Q. 11

When asked if there are other jobs they are interested in learning about, the 8 fourth grade respondents generated a list of 16 jobs they would like to know more about. Most often mentioned were careers in the health and medical area, the skilled trades, movie making and acting, business and education.

Appendix C, Q. 26
Appendix D, Q. 21
Appendix C/C, Q. 26
Appendix D/C, Q. 21

The seniors and eighth graders were, in addition, asked specifically if there had been any discussion in their classes of jobs available in northern New Mexico. While 75 percent of the seniors and all of the eighth graders answered "no" to this question last year, only 57 percent of the seniors and 20 percent of the eighth graders responded negatively this year. In the comparison school, 88 percent of the seniors and one third of the eighth graders said there had been no discussion in their classes of jobs available in northern New Mexico.

Information on career benefits of formal education.

Appendix C, Q. 36

While students were not directly questioned as to whether there had been discussion of or information made available to them on the career benefits of formal education, about one quarter of the seniors singled out better job opportunities as the reason to continue one's education, and more than half of the respondents cited an adequate formal education as generally desirable. In addition, as reported earlier, the proportion of seniors planning to attend college increased considerably this year. Appendix C, Q. 37

Information on making career decisions.

As discussed earlier, students identify class discussions as one source of information on jobs and how to choose them. When asked if other sources of such information were available, nearly three quarters of the seniors and half the eighth graders answered "yes." (These proportions are very nearly the same as last year's.) Appendix C, Q. 27 Appendix D, Q. 22

Mention of PENCEP (including the Media Center, work/study and the Evaluation Units) as a source of information accounts for proportionally fewer of the seniors' responses this year. Seniors this year single out PENCEP as the source of their information in 43 percent of the cases; 1974 seniors specified PENCEP in 77 percent of the responses. This year's seniors more often report the school counselor, their parents and families, and persons employed in their fields of interest as sources of information on making career decisions. Two thirds of the 1975 eighth graders, on the other hand, single out PENCEP as their primary source of information on this topic, in contrast to last year when 50 percent cited PENCEP. Appendix C, Q. 28 Appendix D, Q. 23

Appendix B_2, Q. 19

Appendix B_2, Q. 20

The 1974 graduates were asked whether information had been available to them in making career choices when they were in school. Thirty-one percent of the 1974 graduates said "no," in contrast to 56 percent of the graduates who responded negatively last year. Among the 69 percent of the class of '74 answering "yes," over half (54%) cite PENCEP as the source of their information on making career choices.

Providing exposure to the world of work.

Appendix A, Q. 9

Teachers describe a number of ways in which PENCEP has supported them in their efforts to provide their students with exposure to the world of work. Most prominently mentioned among these are the special materials available through or purchased by PENCEP and the opportunities, experiences and materials purchased by the teachers with the discretionary funds available to them.

In addition, students are also provided with work exposure through a variety of means by the PENCEP staff. Students have access to several formal work-exposure techniques such as Singer Evaluation Units, Occupational Exploration Kits, Career Information Kits and the STD transmitted materials. Other resources available from PENCEP include written materials as well as the knowledge and expertise of the staff.

Finally, 100 students were this year employed in work/study arrangements, which have been substantially improved over last year's. Having arranged for several more employment opportunities, the PENCEP staff at the same time stepped back from the work/study experience to allow a greater degree of realistic contact between employers and student employees. This greater realism included the opportunity for student employees to earn raises (contributed by the employers), to make employment arrangements on their own, and to receive evaluative feedback on their job performance directly from the employer rather than indirectly via the job placement officer.

Providing individualized guidance and career counseling.

When the 1974 Peñasco graduates were asked last year whether they had received any guidance or counseling about jobs or careers while they were in high school, 52 percent answered "yes." This year the proportion of 1974 graduates reporting having received job guidance and counseling while in high school is 69 percent. PENCEP accounts for 20 percent of the source-of-guidance citations made by the '74 graduates. The most often mentioned source (47%) is the counselor, who was also most often mentioned last year.

Appendix B_2, Q. 21

Appendix B_2, Q. 22

Appendix C, Q. 29

Among the Peñasco seniors, there is almost no change between this year and last in the proportion--about two thirds--reporting that they have received career guidance

Appendix C, Q. 30

or counseling. Seniors of 1975 name parents and family as the source of this guidance much more often than any other source. Seniors of 1974 most often named the counselor as their source of aid, as do the comparison group seniors.

Providing job placement and follow-up services.

Appendix C, Q. 50

Appendix C, Q. 51

Seventy-two percent of the 1975 seniors state that they have had contact with the job placement officer, as contrasted with 47 percent who so stated last year. Eighty-six percent of those seniors who had been in touch with the job placement officer had obtained work under his auspices. It is believed, however, that most of the job placements referred to by the students as outcomes of contact with the job placement officer were work/study placements. PENCEP records indicate that 12 percent of the seniors have been placed in post-graduation jobs by the placement officer.

The relationship of the above described output activities to the accomplishment of PENCEP's goals is probably best assessed, at this intermediate point in the program's development, through response data acquired from teachers.

Appendix A, Q. 2,5

We asked the teachers early in our interviews with them whether they felt the goals of the PENCEP program were appropriate and attainable. Eighty-five percent of the respondents feel that all of the goals of the program are appropriate, and 64 percent feel that all of the goals are attainable.

These proportions are similar to those obtained last year. Later in the interviews teachers were queried about changes they had noticed--in their students' attitudes toward school, students' work habits in school, their attitudes toward work, and their knowledge of careers and how to prepare for them. Teachers who noted differences on these dimensions between this year's and last year's students were asked what factors they considered accountable for the differences reported.

Appendix A, Q. 20

In Peñasco, 62 percent of the teachers report that their classes this year and last differ in their attitudes toward school and school work habits.

Appendix A, Q. 21

The two most often mentioned areas of difference are positive attitudes and displays of interest on the part of the students, and their more diligent application to school work. In addition, some teachers note that changes have occurred as well in classroom conditions--and in the teachers themselves--who are described as being more experienced and having better rapport. Seventeen percent of the responses focus on negative changes, such as decreased student motivation.

Appendix A, Q. 22

Sixty-five percent of the teachers feel that this year's students display different attitudes toward work and careers and their required preparation.

Appendix A, Q. 23

The two areas of difference most often noted are increased student awareness of the world of work and knowledge about jobs, and a greater degree of enthusiasm for these topics. Also mentioned were the students' increased interest in and discussion of careers and the fact that older students are now better prepared to enter the world of work.

Appendix A, Q. 24

Asked to identify the factors they consider responsible for these differences, 20 percent of the responses cited the classroom emphasis on the value of career education, and 17 percent cited the work/study program. Also mentioned were PENCEP-in-general, field trips, the SRA kits, class discussions and experiences, the students themselves and their home environments, increased awareness of career education on the part of teachers, and the Media Center and Skills Center.

Appendix A/C, Q. 10

Appendix A/C, Q. 11

Appendix A/C, Q. 12

Appendix A/C, Q. 13

Appendix A/C, Q. 14

The comparison school teachers were asked the same set of questions. Seventy-six percent of these teachers note differences in attitudes toward education with 45 percent of the differences being negative ones. Fifty-nine percent think that this year's students differ from last year's in attitudes toward work and careers, with approximately half their responses focusing on positive changes (increased interest in and requests for information on careers) and about 45 percent noting students' diminishing concern with the future. The comparison group teachers most often cited the home environment and characteristics of the students themselves as the factors responsible for producing these changes.

Appendix A, Q. 25

The Peñasco teachers were also asked to identify and appraise any changes they felt had occurred in the PENCEP program over the last year's time. Seventy-two percent of those questioned report that the program has undergone changes; the differences identified fall into three categories: changes in teachers, changes in students and changes in the program. The most often mentioned changes in the teachers are that this year they are better informed about the program and better acquainted with the program's materials, that their attitudes toward the program are more positive, that they have more contact with individual students, and that teachers have a more independent role this year. With regard to students, the most often cited differences from last year are a more challenging work/study program and greater student involvement in career education. The primary change reported in PENCEP is the increase in materials and facilities this year. Cited in illustration of this point are the Media Center, Skills Center and STD. The program is also described as being better organized, more effective, and more responsive to teachers' needs in comparison with last year. Of a total of 51 responses to the question "What sorts of changes have you noticed...?", only two are negative.

Question 3: What non-program variables appear to influence the achievement of PENCEP's objectives?

Appendix A, Q. 26

Appendix A, Q. 27

The non-program variables being examined at this time are the characteristics of students to whom PENCEP's activities are directed. It is conceivable that the degree of the program's impact on students will vary, depending on such characteristics as student age, sex, ability, motivation, and other factors. In order to test this hypothesis, we asked the Peñasco teachers and administrators whether they feel that PENCEP serves all students equally well or if some students benefit more from the program than others. Among the teachers, 63 percent express the view that all students are served equally well. This viewpoint stands in rather strong contrast to last year's responses, when only 30 percent of the teachers believed PENCEP's benefits were equally distributed. Among the 1975 respondents who feel the program's benefits are disproportionate, students who are upper classmen, have positive attitudes and are considered the "better" students are singled out as benefiting most. Fifty-eight percent of the administrators (compared with 80 percent last year) consider some students to be benefiting more from PENCEP than others. The students who benefit most are seen by this group as being those who are involved in special features of the program--such as participants in work/study and students who see the STD transmissions.

Question 4: Has PENCEP had any impact on community institutions?

PENCEP continues, of course, as stated in the Year 1 evaluation report, to influence the Peñasco school system's resources, classroom activity, and the experiences of its students. The school system, then, is the primary institutional recipient of PENCEP's effects. There is growing evidence as well of the program's spread of influence into the community. The community advisory committee's members--according to two of the administrative respondents--are beginning to show stronger involvement, and local townspeople are said to have become more familiar with the program, its activities, and its objectives. The work/study aspect of PENCEP affects, to some degree, the community's economic and labor market resources. The production of a successful community/school arts and crafts fair was reported, as well as plans for a jointly operated commercial solar greenhouse.

The critical instance of institutional impact by PENCEP will occur if the program is able to maintain its influence on school experience and on the school-community relationship after current external sources of funding are withdrawn. It will be some time, of course, before the nature and extent of such impact can be judged.

Question 5: What problems have been encountered by PENCEP in meeting its outputs and attaining its objectives?

Question 6: What changes would be required in order to improve the effectiveness of PENCEP?

These evaluation questions are considered most appropriately covered, at this point in the evaluation, in the following section concerning subjective feedback on the program.

SUBJECTIVE FEEDBACK ON THE PENCEP PROGRAM: OPINIONS OF STUDENTS, TEACHERS AND ADMINISTRATORS

Graduates and Seniors

Appendix B_1, Q. 11

Appendix B_2, Q. 23

We asked both the 1973 and 1974 graduates to tell us, with benefit of their real world perspective, what sort of help would have been useful to them as students in deciding on and preparing for a career. The categories of assistance most often named by the 1973 graduates are work experience or training and information on specific jobs. 1974 graduates identify counseling and guidance as the primary form of assistance they could have used.

Appendix C, Q. 60

The seniors were asked for their overall appraisal of the help they had received from the school staff (including teachers) in deciding what kind of work to pursue. Twenty-two percent of the seniors say they have received "a lot" of help, 52 percent have received "some" assistance, 22 percent "a little", and 4 percent "none" from the staff. This response distribution is very similar to that obtained last year, with the exception that last year 14 percent of the seniors appraised the amount of help they had received as "none".

Appendix C, Q. 61

When graduates and seniors were asked to suggest ways in which the school staff could be more helpful to students in solving job and career problems, the categories of help most often suggested were to give students more personalized assistance, to provide more information on specific occupations, and to make school subjects more relevant to their future lives. Fourteen percent of the seniors had no suggestions for ways in which the school staff could be more helpful.

Teachers

We asked the teachers to make suggestions for ways to help students "prepare for the future." Specifically, we asked them to suggest ways in which they themselves, other members of the school system staff, the students and their families could help.

Appendix A, Q. 29

In response to the question asking what they as teachers could do, the largest single category of responses concerns relating the subject matter taught to careers; that is, to infusing career education into the subject areas for which they are responsible. A wide variety of other suggestions were made, including establishing better rapport with the students, making better use of available career education materials and ideas, promoting parent involvement. Fifteen percent of the teachers were unable to suggest ways in which teachers could help students prepare for the future.

Appendix A, Q. 30

Concerning what non-teaching, administrative members of the staff could do to help students prepare for the future, 37 percent of the teachers state there is no assistance this group could lend. An additional 8 percent say they do not know what the non-teaching staff does now, so could not make suggestions for what else they could do. Among those making suggestions, the most often mentioned categories of potential aid are providing more materials and resource persons and for increasing counselor contact with the students regarding careers.

Appendix A, Q. 31

When asked if there were anything the students and their families could do, the teachers' most often mentioned suggestions were that parents develop positive attitudes and self confidence, and show more interest in the students and their school life. Students, it was suggested, should make more use of the resources and facilities available to them, particularly the Media Center.

Appendix A, Q. 32

The teachers were then asked whether there was anything PENCEP could do to support them in their work with their students. Most often requested were that PENCEP provide more materials and aids to teachers, as well as specific activities and ideas for classroom use. Thirty three percent of those interviewed (16 of 48) expressed the opinion that PENCEP is doing everything it can. An additional 10 percent said they could think of nothing PENCEP could contribute.

Appendix A, Q. 33

In the final interview question, teachers were given the opportunity to assess both PENCEP's achievements and its shortcomings, and to make suggestions regarding how the program might be improved. Among the criticisms voiced by the teachers are dissatisfaction with the STD speakers and mini-conferences, the level of communication with the PENCEP staff and the amount of class time it is necessary to devote to PENCEP activities. Additionally, it was noted that PENCEP is understaffed.

With regard to the program's accomplishments, about 12 percent of the responses are generally positive--for example, "it's great." Specific positive features identified are the community participation engendered, the additional money available, increased student awareness of careers and the world of work, improvements in the area of teacher cooperation with and attitude toward the program, and improvements in PENCEP's program features such as the Media Center, work/study, and the STD.

Approximately 20 percent of the respondents (9 of 48) had no suggestions for the program's improvement. Among those who did, the suggestions include providing files on specific careers, making PENCEP materials more relevant to the specific subject matter for which teachers are responsible, placing students in work/study jobs according to their interests, reorganizing the Media Center, offering a class in Career Education and providing individual teacher assistance rather than utilizing a group orientation approach.

Administrators*

The administrative staff was also asked to appraise the PENCEP program. All of the staff were asked to suggest improvements or beneficial program changes. The top administrators (three school principals, the superintendent of the school system and the director of the PENCEP program) were asked last year to specify their expectations for program accomplishment. This year we asked them to appraise the progress made so far toward fulfilling those expectations, as well as to state accomplishment expectations for the coming year. The remaining staff members were asked whether their view of PENCEP's goals had changed over the last year, and what new activities they had undertaken in support of the program's efforts.

The "top" administrators' responses to last year's inquiry as to their expectations for PENCEP fell into several categories. The most often mentioned (by all 5 of the top administrators) was the need to make the school curriculum relevant; that is, related to life in the real world. Three of the five administrators feel there has been definite progress made toward relevance this year; they note increased consciousness on the part of teachers of the importance of this objective, as well as the incorporation of real-world-oriented materials and activities into the curriculum. The remaining two administrators feel that partial progress has been made but that improvement is needed. Four of the five top administrators also described their expectations for the development of specific career awareness and decision making abilities on the part of students. Two of these administrators this year feel there has been clear progress in this area. The remaining two feel that improvement is needed.

Each of the following expectations for PENCEP accomplishment were mentioned by two top administrators; the assessment of progress accompanies each area description.

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*No data appendices are presented for this group because the number of persons interviewed was small and responses were often made in the context of the individual's administrative responsibilities, making it difficult to protect the identity of respondents.

- Students should gain greater understanding and appreciation of themselves. In both instances it is perceived that some progress has been made this year but more is needed.

- Academic achievement should be upgraded. No information is considered available yet to measure progress in this area.

- The students should become better motivated. One respondent thinks this has happened; the other feels there is no way of assessing student motivation level.

Also mentioned last year by one person each were the expectations that the community and school engage in long-term cooperative educational interaction, that project continuation be assured after the current three years of funding had elapsed, and that school activities become more meaningful and interesting to students. It is felt by those respondents who expressed these expectations that good progress has been made toward each. Several instances of school-community interaction were cited; the likelihood of all units of PENCEP activity except work/study being continued post-current-funding was stated to be strong; and the view was advanced that the activities such as field trips engaged in by students are more meaningful and their purpose better understood this year than last year.

The remainder of the staff members were asked whether their views of PENCEP's goals have changed and what new activities have been undertaken in support of the program's goals. All of the administrators interviewed who have been with the school system since PENCEP's inception feel the goals have not changed, but are aware of many new activities introduced during the past year. Among those mentioned are the STD, a variety of new media aids and materials, the Media Center, new field trips, increased teacher and community involvement, increased PENCEP staff and teacher interaction, and several changes in the work/study program such as introducing more "reality" into the student-employer relationship and upgrading the work/study evaluation process so that more meaningful feedback is received by both students and employers.

All of the administrative staff interviewed last year identified a variety of changes they would like to see made in the roles played by teachers and themselves vis-à-vis PENCEP, as well as needed changes in other aspects of PENCEP. Among those who suggested improvements regarding teachers, 78 percent feel those improvements have been brought about this year. Of those who specified changes they felt ought to be made in their own roles, 64 percent feel those changes have occurred; of those who suggested "other" changes needed by PENCEP, 46 percent have seen those changes take place. We also asked the respondents to identify areas of needed improvement regarding teachers, themselves and other aspects of PENCEP this year. With regard to the teachers, the most often mentioned area of needed improvement lies in high school level teachers' attitudes toward and involvement in PENCEP: it is felt that certain of these teachers could become more positive in attitude and involvement. Also mentioned were the need for better integration of career education concepts into the existing curriculum and the incorporation of more community resource persons into classroom career education activities. Only four of the 12 administrative respondents could suggest useful improvements in their own roles with respect to PENCEP. Their suggestions include developing closer working relationships with and offering more encouragement and support to the teachers and achieving a higher rate of graduate placement. Among "other" general improvements suggested for PENCEP are upgrading the utility of the in-service component to the teachers, back-up of the PENCEP staff's recommendations to teachers with materials which could help implement those recommendations, getting (work/study) employers to understand the importance of creating a real-world work situation for the students, and preparing for the time when the current funding for PENCEP is gone by involving the regular staff (particularly the high school and elementary counselors and the librarian) more closely in the program's administration.

Finally, we asked the administrative respondents to make an overall appraisal of PENCEP during its second year of operation. Their comments reflect general satisfaction with a program which is, this year, "better grounded," "operating more smoothly and efficiently," "meeting less resistance," and "progressing according to expectations." While all features of PENCEP are not felt to have uniform value (certain teacher-"training" aspects are mentioned as a "waste of time"), the program, in general, is clearly well received, and several of the respondents cite changes that are beginning to appear in the students and attribute these to the program's influence.

The major contrast between the general appraisal comments of this year and last is the lack of "it's too early to tell" responses. The administrative respondents appear much more confident that the intentions of the program are being carried out.

CONCLUSIONS

It is clear from the foregoing discussions that PENCEP has emerged from its start-up stage and is striding purposefully now. Most of the expectations expressed for the program last year have been or are being fulfilled. In contrast to its citations for disruptiveness and disorganization last year, it is seen this year as "working smoothly." No respondent holds back from advancing an opinion on the program with the explanation that "it's too soon to say"; there is a high level of familiarity with PENCEP and, with a few exceptions, the opinions expressed on its functioning are positive. In terms of process, then, it seems fair to conclude that PENCEP has developed remarkably well, in a relatively short period of time, and in a fashion appropriate to the needs and characteristics of its users.

Evidence of impact of the program on the students it is intended to serve is ambiguous. From the vantage point of the teachers, PENCEP is clearly affecting the students. More teachers see more positive change in their students this year than last in the two primary thrust areas of readiness to deal with the world of work and attitudes toward school and school work habits. And, more credit is extended to PENCEP as a responsible agent in these changes. The difference between the Peñasco teachers' appraisals of their students in these areas and that of their counterparts in the comparison school is rather striking: the Peñasco teachers report much more positively on their students' characteristics and behavior as they relate to preparation for the world of work and educational attitudes.

Considering data acquired directly from the students themselves, however, the effects of the program are substantially less evident. The most notable areas of effect are that students have gained a better elaborated notion of why a person works, more of them can specify what jobs they plan to enter, and they are beginning to decide on the career areas they wish to enter at an earlier age. In all other respects they appear to have changed little from last year and their responses are remarkably similar to those of the comparison school students who do not have a formal career education program. As stated at the outset of this report the program was not designed, of course, to produce impact in two years; thus, PENCEP should not be faulted for its current ambiguous status with regard to effects on the students.

Last year, PENCEP was summed up as "new and promising." It is, this year, no longer new, and is not responded to on that basis. Its promise, in the opinion of those who carry out the program's tenets, is being fulfilled. The willingness, noted last year, to expend the time and effort required to reap the program's potential is being rewarded. The challenge now, as was identified by several of the administrators interviewed lies in becoming too "comfortable" with the program: teachers and administrators must prepare for the eventual lapse in funding by integrating PENCEP's concepts, approaches, permanent facilities, and equipment into the school system that existed before PENCEP arrived. The upcoming third year of the program's operation will be a successful one if this transition can be accomplished, if the current level of efficiency in functioning can be maintained, and if student gains from the program can be clearly demonstrated.

APPENDICES

APPENDIX A

PENASCO TEACHER QUESTIONNAIRE RESPONSE DISTRIBUTIONS

1. What would you describe as the goals of the PENCEP program?

Total Responses = 114*

	No.	%
Develop positive attitutes towards work	6	5%
Help students select careers	15	13%
Provide information on occupations	32	28%
Develop positive attitudes toward school	5	4%
Develop good work habits	2	2%
Help students develop job skills	10	9%
Help students find jobs	5	4%
Develop self-awareness, self-image	13	11%
Prepare students for the future	7	6%
Develop teacher awareness regarding Career Education	5	4%
Eliminate dropouts	2	2%
Don't know/not sure (If not sure: Skip to Q. 8)	1	1%
Other	11	10%

2. Generally speaking, do you think (all of) these goals are appropriate to meet the needs of Penasco students?

Total responses = 47

	No.	%
Yes, all appropriate	40	85%
Yes, some are appropriate	5	11%
No, none	1	2%
Other	1	2%

IF SOME OR NONE TO Q. 2:

3. Which goals are not appropriate?

Total responses = 7

	No.	%
Job experience in Penasco	1	14%
Work/study in Taos	1	14%
Media Center	1	14%
On-the-job training	1	14%
Other	3	43%

*Multiple responses allowed.

4. Why are they not appropriate?

Total Responses = 7

	No.	%
Students not interested anymore	1	14%
Students feel they are just doing "dirty work" (work/study)	1	14%
Rotate jobs for students (work/study)	1	14%
No way to judge if it's working	1	14%
Jobs not available	2	29%
Approach not appropriate	1	14%

5. Do you feel all of these goals are attainable, considering the capabilities of the students and the resources of the schools?

Total Responses = 47

	No.	%
Yes	30	64%
No	12	26%
Not sure	5	10%

IF NO OR NOT SURE TO Q. 5:

6. Which goals are not attainable?

Total Responses = 18*

	No.	%
Work experience/on the job	3	17%
Students not interested	0	--
Choosing careers difficult	3	17%
Career awareness/work ethic	5	28%
None attainable/too little time	2	11%
Other	4	22%
Comments	1	6%

7. Why are they not attainable?

Total Responses = 15

	No.	%
Job market limited	4	27%
Time element/more than 3 yr. program	3	20%
Don't attain all goals other subjects	1	7%
School resources lacking	1	7%
Lack of work ethic	3	20%
Age of students	1	7%
Other	2	13%

*Multiple responses allowed.

8. Has the PENCEP staff suggested specific techniques or activities (for achieving these goals)-that is, some practical methods to use in the classroom?

Total Responses = 48

	No.	%
Yes	38	79%
No	10	21%

IF YES TO Q. 8:

9. & 10. What techniques have the PENCEP staff suggested and what effect, if any, have these techniques or activities had on your students achieving PENCEP goals?

Total Responses = 67*

	No.	%
Media Center		
Not able to use technique described	1	1%
Technique mentioned but not effectiveness	1	1%
Field Trips		
Positive effect	4	6%
Speakers		
Positive effect	3	4%
Not effective	1	1%
STD		
Positive effect	1	1%
Not able to measure	1	1%
In-service training		
Positive effect	3	4%
Not able to measure	1	1%
Mini-conferences		
Positive effect	4	6%
Class projects		
Positive effect	5	7%
Use of special materials		
Positive effect	21	31%
Not effective	2	3%
Not able to use	1	1%
Not able to measure	2	3%
Technique mentioned but not effectiveness	4	6%
Private funds for teachers		
Positive effect	3	4%
Other	9	13%

*Multiple responses allowed.

11. The first topic concerns attitudes toward work and careers. Is it possible for you to make a judgment at this time about your students' attitudes toward work?

Total Responses = 48

	No.	%
Yes	37	77%
No	10	21%
Don't know	1	2%

IF YES TO Q. 11:

12. On what basis could you make such a judgment--just by knowing the students, by observation, from class discussions, special testing, or other ways?

Total Responses = 78*

	No.	%
Knowing student	16	21%
Observation	25	32%
Class discussions	18	23%
Special testing	8	10%
Doing assigned work	4	5%
Other ways	7	9%

13. Now I'd like for you to estimate as well as you can what proportion of your students have a positive attitude toward work, what proportion have a negative attitude toward work, and which have neither a positive or negative attitude. What proportion of your students have a positive attitude?

Total Responses = 38

	No.	%
All or Most	10	26%
More than half	18	47%
About half	5	13%
Less than half	1	3%
Very few	4	11%
None	0	--
Not sure	0	--

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*Multiple responses allowed.

13. What proportion have negative attitudes?

Total Responses = 37

	No.	%
All or most	0	--
More than half	1	3%
About half	1	3%
Less than half	12	32%
Very few	22	59%
None	1	3%
Not sure	0	--

What proportion have neither positive nor negative attitudes?

Total Responses = 35

	No.	%
All or most	1	3%
More than half	0	--
About half	2	6%
Less than half	7	20%
Very few	18	51%
None	7	20%
Not sure	0	--

14. Is it possible for you to judge whether your students are aware of how to choose a career?

Total Responses = 48

	No.	%
Yes	31	65%
No	17	35%

IF YES TO Q. 14

15. How would you go about making this judgment--on what basis?

Total Responses = 43*

	No.	%
Class discussions	9	21%
Testing	5	12%
Assigned work	3	7%
STD program	1	2%
Media Center (use of by students)	3	7%
Knowing student	4	9%
Observation	10	23%
Other	8	19%

16. Roughly, how many of your students seem to know as much about selecting a career as they should--that is, considering their present age level?

Total Responses = 31

	No.	%
All or most	2	6%
More than half	8	26%
About half	9	29%
Less than half	5	16%
Very few	6	19%
None	0	--
Not sure	0	--
Other	1	3%

*Multiple responses allowed.

17. I'd like to have your assessment of your students' work habits--that is, their dependability, responsibility, and cooperation with others. Roughly, what proportion of your students seem to have good work habits?

Total Responses = 48

	No.	%
All or most	11	23%
More than half	22	46%
About half	9	19%
Less than half	2	4%
Very few	4	8%
None	0	--
Not sure	0	--

What proportion have fair work habits?

Total Responses = 47

	No.	%
All or most	3	6%
More than half	4	9%
About half	12	26%
Less than half	15	32%
Very few	13	28%
None	0	--
Not sure	0	--

What proportion have poor work habits?

Total Responses = 48

	No.	%
All or most	0	--
More than half	1	2%
About half	0	--
Less than half	12	25%
Very few	35	73%
None	0	--
Not sure	0	--

18. Now, could we discuss your students' attitudes toward education and learning. I'd like for you to estimate what proportion show a real interest or make an effort to learn?

Total Responses = 48

	No.	%
All or most	14	29%
More than half	17	35%
About half	7	15%
Less than half	6	13%
Very few	4	8%
None	0	--
Not sure	0	--

What proportion seem disinterested?

Total Responses = 48

	No.	%
All or most	0	--
More than half	2	4%
About half	5	10%
Less than half	14	29%
Very few	24	50%
None	3	6%
Not sure	0	--

What proportion seem openly negative?

Total Responses = 48

	No.	%
All or most	0	--
More than half	0	--
About half	0	--
Less than half	4	8%
Very few	29	60%
None	15	31%
Not sure	0	--

19. About what proportion of your students have good learning habits?

Total Responses = 47

	No.	%
All or most	6	13%
More than half	11	23%
About half	21	45%
Less than half	6	13%
Very few	3	6%
None	0	--
Not sure	0	--

What proportion of your students have only fair learning habits?

Total Responses = 47

	No.	%
All or most	1	2%
More than half	5	11%
About half	13	28%
Less than half	20	43%
Very few	7	15%
None	1	2%
Not sure	0	--

What proportion of your students have poor learning habits?

Total Responses = 47

	No.	%
All or most	0	--
More than half	2	4%
About half	10	21%
Less than half	33	70%
Very few	2	4%
None	0	--
Not sure	0	--

20. In general, how would you compare the students you have this year with those in your classes last year? Do you notice any difference in their attitudes toward school and their school work habits?

Total Responses = 37

	No.	%
Yes	21	62%
No	16	38%

IF YES TO Q. 20:

21. What sorts of differences have you noticed?

Total Responses = 24*

		No.	%
Students (positive changes)	- Doing assigned work, apply themselves	5	21%
	Positive attitude	7	29%
	Younger students more interested	2	8%
	Other	2	8%
Conditions (positive changes)	- Forward progress	1	4%
	More activities/ more involvement	0	--
	Fewer students in class	1	4%
	Other	1	4%
Teacher (positive changes)	- More experienced, better rapport	1	4%
Negative changes	- Students less positive, less motivated	1	4%
	Other	3	13%

22. How about their attitudes toward work and careers and their awareness of how to prepare for work and careers? Have you noticed any difference in those?

Total Responses = 37

	No.	%
Yes	24	65%
No	12	32%
Don't Know	1	3%

*Multiple responses allowed.

IF YES TO Q. 22:

23. What sorts of differences have you noticed?

Total Responses = 14

	No.	%
More aware; know more about job	5	36%
Talk about careers more	2	14%
More enthusiastic, positive	4	29%
Interested in finding our more about careers	1	7%
Better geared to work	2	14%
Other	0	--

24. What do you think is responsible for these differences?

Total Responses = 30*

	No.	%
PENCEP	3	10%
Media Center; Skills Center	1	3%
Job placement (work/study)	5	17%
Trips; SRA kits	3	10%
Class discussions, experiences	3	10%
Emphasis on value of Career Education	6	20%
Home environment	2	7%
Students themselves	3	10%
Teachers, more aware, bring Career Education into daily activities	2	7%
Other	2	7%

*Multiple responses allowed.

IF YES TO Q. 22:

23. What sorts of differences have you noticed?

Total Responses = 14

	No.	%
More aware; know more about job	5	36%
Talk about careers more	2	14%
More enthusiastic, positive	4	29%
Interested in finding our more about careers	1	7%
Better geared to work	2	14%
Other	0	--

24. What do you think is responsible for these differences?

Total Responses = 30*

	No.	%
PENCEP	3	10%
Media Center; Skills Center	1	3%
Job placement (work/study)	5	17%
Trips; SRA kits	3	10%
Class discussions, experiences	3	10%
Emphasis on value of Career Education	6	20%
Home environment	2	7%
Students themselves	3	10%
Teachers, more aware, bring Career Education into daily activities	2	7%
Other	2	7%

*Multiple responses allowed.

25. This is the second year the PENCEP program has been in operation. Do you feel there have been any changes in the way the program operates?

Total Responses = 39

	No.	%
Yes	28	72%
No	11	28%

IF YES TO Q. 25:

What sorts of changes have occurred?

Total Responses = 51*

	No.	%
For teacher:		
Better informed, more acquainted with materials	4	8%
Better attitude toward program	4	8%
More contact with individual student	3	6%
More involved, left on their own	3	6%
Mini-conferences with PENCEP staff	1	2%
Other	1	2%
For student:		
Work/study, more challenging	3	6%
More involved	2	4%
Other	1	2%
Program:		
More responsive to teachers' needs	2	4%
More materials/facilities	13	25%
More field trips	3	6%
Better organized, more effective	3	6%
Less in-service meetings	3	6%
Other	3	6%
NEGATIVE		
Program:		
More ineffective this year	1	2%
Staff/Teachers:		
Lost enthusiasm	1	2%

*Multiple responses allowed.

	No.	%
26. Generally speaking, do you feel that PENCEP serves all students equally well? Or do some students benefit from the program more than others?		
Total Responses = 48		
All served equally well	30	63%
Some benefit more	18	38%

IF SOME BENEFIT MORE:

27. Which students generally benefit the most?

Total Responses = 20*

	No.	%
The older students, upper-classmen	7	35%
Those with more positive attitude	6	30%
Special students (work/study, college-bound)	4	20%
Those with better opportunities at home	1	5%
Other	1	5%
Don't know	1	5%

28. Which students generally benefit the least?

Total Responses = 16

	No.	%
The younger students, lower-classmen	5	31%
Those with negative attitude	7	44%
Lower-level achievers	1	6%
Those from low-income families	1	6%
Other	1	6%
Don't know	1	6%

*Multiple responses allowed.

29. Do you feel there is any more that the classroom teachers could do to help Penasco students or any particular types of students prepare for the future?

Total Responses = 48*

	No.	%
Doing good job; no improvement needed	1	2%
Always room for improvement	4	8%
More parent involvement	3	6%
Establish better rapport with students	4	8%
Focus on relating subject matter to actual careers	6	13%
Make use of PENCEP materials/ideas that are available	3	6%
Focus on basic skills instruction	1	2%
Develop positive attitude	3	6%
No suggestions	7	15%
Other	14	29%
Don't know	2	4%

30. What about the rest of the school staff--the counselors and principals, for instance? (Is there anything else they could be doing to help these students?)

Total Responses = 51*

	No.	%
No suggestions	15	29%
Provide more materials/resource people	8	16%
More supportive in disciplinary matters	2	4%
Work more closely with teachers	1	2%
Work more closely with parents	1	2%
Counselor needs more contact with students about careers	8	16%
"Don't know what they do now"	4	8%
Other	8	16%
Don't know	4	8%

*Multiple responses allowed.

31. And students themselves? Is there anything else the students and perhaps their families could do to prepare themselves for the future?

Total Responses = 57*

	No.	%
No suggestions	3	5%
Parents should:		
Influence students study/work habits	5	9%
Develop positive attitudes, self-confidence	14	25%
Show more interest in student/school	14	25%
Other	7	12%
Student should:		
Use Media Center more	4	7%
Make more use of resources/facilities	5	9%
Other	3	5%
Don't know	2	4%

32. Is there anything PENCEP could do to assist you in helping all or some students?

Total Responses = 54*

	No.	%
More materials, aid to teachers	9	17%
Provide specific ideas/activities for classes	5	9%
Provide list of resource people to visit classes	1	2%
More information (pamphlets) for students	2	4%
Plan meetings better	1	2%
Get parents involved	4	7%
More information on relevance of bilingualism	1	2%
PENCEP encouraging; up to teachers now	2	4%
No suggestions/ doing everything they can	16	30%
Other	8	15%
Don't know	5	9%

*Multiple responses allowed.

33. At this point, is there anything you would like to mention about the results cf PENCEP activities? There are undoubtedly many possible results we haven't anticipated.

Total Responses = 89*

	No.	%
SHORTCOMINGS:		
PENCEP understaffed	1	1%
STD speakers boring	3	3%
Mini-conferences don't add anything	1	1%
No communication with PENCEP staff	1	1%
Taking too much class time	2	2%
Other	3	3%
RESULTS:		
Program great - learning a lot	11	12%
Teachers cooperative, positive attitude	6	7%
Techniques have improved (STD, Media Center, etc.)	9	10%
Students more aware of careers	7	8%
More money for materials, trips	4	5%
Community participation, relations good	2	2%
Other	10	11%
SUGGESTIONS:		
Place students in jobs according to interest	1	1%
PENCEP materials should be more relevant to classroom	4	5%
Reorganize Media Center	1	1%
Provide files on specific careers	3	3%
Individual teacher orientation (rather than group orientation)	1	1%
More information/literature for teachers	2	2%
Offer class in Career Education	1	1%
Other	7	8%
No remarks/suggestions	9	10%

*Multiple responses allowed.

TEACHERS' AGE (Estimated by Interviewer)

Total Responses = 47	No.	%
21-30 years of age	10	21%
31-40 years of age	12	26%
41-50 years of age	12	26%
51-60 years of age	12	26%
60 +	1	2%

SEX

Total Responses = 48	No.	%
Male	25	52%
Female	23	48%

ETHNICITY

Total Responses = 48	No.	%
Spanish origin	43	90%
Other	5	10%

APPENDIX A/C

COMPARISON TEACHER QUESTIONNAIRE RESPONSE DISTRIBUTIONS

1.. The first topic concerns attitudes toward work and careers. Is it possible for you to make a judgment at this time about your students' attitudes toward work?

Total Responses = 37

	No.	%
Yes	29	78%
No	6	16%
Don't know	2	5%

IF YES TO Q. 1:

2. On what basis could you make such a judgment--just by knowing the students, by observation, from class discussions, special testing, or other ways?

Total Responses = 59*

	No.	%
Knowing student	15	25%
Observation	20	34%
Class discussions	14	24%
Special testing	7	12%
Doing assigned work	0	--
Other ways	3	5%

3. Now I'd like for you to estimate as well as you can what proportion of your students have a positive attitude toward work, what proportion have a negative attitude toward work, and which have neither a positive or negative attitude. What proportion of your students have a positive attitude?

Total Responses = 29

	No.	%
All or most	5	17%
More than half	9	31%
About half	7	24%
Less than half	4	14%
Very few	4	14%
None	0	--
Not sure	0	--

*Multiple responses allowed.

What proportion have negative attitudes?

Total Responses = 29

	No.	%
All or most	0	--
More than half	2	7%
About half	2	7%
Less than half	7	24%
Very few	17	59%
None	1	3%
Not sure	0	--

What proportion have neither positive not negative attitudes?

Total Responses = 29

All or most	2	7%
More than half	0	--
About half	3	10%
Less than half	3	10%
Very few	15	52%
None	5	17%
Not sure	1	3%

4. Is it possible for you to judge whether your students are aware of how to choose a career?

	No.	%
Total Responses = 37		
Yes	18	49%
No	19	51%

IF YES TO Q. 4:

5. How would you go about making this judgment -- on what basis?

	No.	%
Total Responses = 29*		
Class discussions	8	28%
Testing	0	--
Assigned work	4	14%
Knowing student	9	31%
Observation	7	24%
Other	1	3%

6. Roughly, how many of your students seem to know as much about selecting a career as they should-- that is, considering their present age level?

	No.	%
Total Responses = 17		
All or most	0	--
More than half	2	12%
About half	5	29%
Less than half	3	18%
Very few	6	35%
None	1	6%
Not sure	0	--
Other	0	--

*Multiple responses allowed.

7. Next, I'd like to have your assessment of your students' work habits--that is, their dependability, responsibility, and cooperation with others. Roughly, what proportion of your students seem to have good work habits?

Total Responses = 37

	No.	%
All or most	5	14%
More than half	7	19%
About half	10	27%
Less than half	6	16%
Very few	9	24%
None	0	--
Not sure	0	--

What proportion have fair work habits?

Total Responses = 37

	No.	%
All or most	1	3%
More than half	4	11%
About half	15	41%
Less than half	10	27%
Very few	7	19%
None	0	--
Not sure	0	--

What proportion have poor work habits?

Total Responses = 37

	No.	%
All or most	0	--
More than half	6	16%
About half	4	11%
Less than half	13	35%
Very few	13	35%
None	1	3%
Not sure	0	--

8. Now, could we discuss your students' attitudes toward education and learning. I'd like for you to estimate what proportion show a real interest or make an effort to learn?

Total Responses = 37

	No.	%
All or most	5	14%
More than half	6	16%
About half	9	24%
Less than half	12	32%
Very few	5	14%
None	0	--
Not sure	0	--

What proportion seem disinterested?

Total Responses = 37

	No.	%
All or most	0	--
More than half	5	14%
About half	2	5%
Less than half	13	35%
Very few	16	43%
None	1	3%
Not sure	0	--

What proportion seem openly negative?

Total Responses = 37

	No.	%
All or most	0	--
More than half	2	5%
About half	3	8%
Less than half	23	62%
Very few	9	24%
None	0	--
Not sure	0	--

9. About what proportion of your students have good learning habits?

Total Response = 37

	No.	%
All or most	4	11%
More than half	7	19%
About half	11	30%
Less than half	7	19%
Very few	7	19%
None	1	3%
Not sure	0	--

What proportion of your students have only fair learning habits?

Total Responses = 37

	No.	%
All or most	1	3%
More than half	3	8%
About half	12	32%
Less than half	13	35%
Very few	8	22%
None	0	--
Not sure	0	--

What proportion of your students have poor learning habits?

Total Responses = 37

	No.	%
All or most	1	3%
More than half	4	11%
About half	2	5%
Less than half	13	35%
Very few	16	43%
None	1	3%
Not sure	0	--

10. In general, how would you compare the students you have this year with those in your classes last year? Do you notice any difference in their attitudes toward school and their school work habits?

Total Responses = 34

	No.	%
Yes	26	76%
No	8	24%

IF YES TO Q. 10:

11. What sorts of differences have you noticed?

Total Responses = 29*

		No.	%
POSITIVE:	Generally about the same	2	7%
	Better attitude, show more interest	8	28%
	Good work habits, take work seriously	3	10%
	Shown improvement	2	7%
	Other	1	3%
NEGATIVE:	Not interested, not willing to work	8	28%
	Lack experience, not as mature	2	7%
	More discipline problems now	1	3%
	Work, study habits poor	1	3%
	Other	1	3%

12. How about their attitudes toward work and careers and their awareness of how to prepare for work and careers? Have you noticed any difference in these?

Total Responses = 34

	No.	%
Yes	20	59%
No	14	41%
Don't Know	0	--

*Multiple responses allowed.

IF YES TO Q. 12:

13. What sorts of differences have you noticed?

Total Responses = 18

	No.	%
General response, more positive	4	22%
Increased awareness about different jobs	4	22%
Class wants more relevant material	1	6%
Not interested, no thoughts about future	4	22%
Less interest among upper students	1	6%
Other	3	17%
Don't know	1	6%

14. What do you think is responsible for these differences?

Total Responses = 26*

	No.	%
Home environment	6	23%
More materials, facilities	2	8%
Teacher interest/stress on importance of working	2	8%
Students seek help more from counselor	1	4%
Students themselves, more sophisticated	5	19%
More career information given students	2	8%
Students don't realize need	1	4%
Lack of facilities/materials	0	--
Less exposure to different ideas/ job	0	--
Don't know	2	8%
Other	5	19%

*Multiple responses allowed.

15. Do you do anything in your classes that you would call career education--like talking about jobs, careers, what it takes to prepare for them, etc.?

Total Responses = 37

	No.	%
Yes	35	95%
No	2	5%

IF YES TO Q. 15:

16. What sorts of things do you do in your classes?

Total Responses = 47 *

	No.	%
Class discussions/activities relating to career education	20	43%
A-V aides, speakers, field trips	7	15%
Work units, type of work done	3	6%
Use career information cards	2	4%
Relate subject matter with career education	10	21%
Stress importance of education	4	9%
Other	1	2%
Don't know	0	--

17. Do you think it would be useful to have a structured and specifically funded career education program in both the elementary school and high school here?

Total Responses = 36

	No.	%
Yes (both)	21	58%
Yes (high school only)	11	31%
Yes (elementary)	1	3%
No (neither)	3	8%

*Multiple responses allowed.

IF YES TO Q. 17:

18. What kinds of activities would you like to see the program include?

Total Responses = 66*

	No.	%
Teachers need to learn more	1	2%
Self-awareness in students	1	2%
More classes	4	6%
More equipment/materials	4	6%
A-V aids, field trips, speakers	21	32%
More career information	6	9%
List of jobs/job descriptions in New Mexico	4	6%
On-the-job training	7	11%
Stress importance of education	1	2%
Incorporate career education in subject matter	2	4%
Other	13	20%
Don't know	2	4%

TEACHERS' AGE (Estimated by interviewer)

Total Responses = 36

	No.	%
21-30 years of age	10	28%
31-40 years of age	13	36%
41-50 years of age	9	25%
51-60 years of age	4	11%
60 +	0	--

SEX Total Responses = 36

	No.	%
Male	17	47%
Female	19	53%

ETHNICITY Total Responses = 36

	No.	%
Spanish origin	23	64%
Other	13	36%

*Multiple responses allowed.

APPENDIX B_1

PENASCO GRADUATE (CLASS OF '73) QUESTIONNAIRE RESPONSE DISTRIBUTIONS

B_1: 1-5

1. Do you have a job?

Total Responses = 14

	No.	%
Yes	8	57%
No	6	43%

IF NO:

2. What is the reason you don't have a job?

Total Responses = 6

	No.	%
Can't find a job	2	33%
Going to school	2	33%
Married	1	17%
Other	1	17%

IF YES:

3. What is your job?

Total Responses = 8

	No.	%
Military	1	13%
Heavy Equipment	1	13%
Miner	1	13%
Forest Service	1	13%
Secretarial/Clerical	2	25%
Other	2	25%

4. How long have you had this job?

Total Responses = 8

	No.	%
1 - 6 months	2	25%
7 - 12 months	4	50%
13 - 18 months	1	13%
19 - 24 months	0	--
Over 24 months	1	13%

5. How did you find your job?

Total Responses = 7

	No.	%
Direct contact with employer	6	86%
Through family/friend	1	14%

6. Did you have any training/experience for this job?

Total Responses = 8

	No.	%
Yes	3	38%
No	5	63%

IF YES:

7. Did you receive this training in school?

Total Responses = 3

Yes	1	33%
No	2	67%

8. Do you like the job you have now?

Total Responses = 3

Yes	3	100%
No	0	--

9. Will your job be your lifetime career?

Total Responses = 3

Yes	0	--
No	3	100%

IF NO:

10. What will your lifetime career be?

Total Responses = 3

A better job	1	33%
Undecided/Don't know	2	67%

11. What kinds of help do you think high school students should be given to help them decide?

Total Responses = 18*

More guidance/counseling, one-to-one basis	1	6%
Provide jobs which give actual work experience	6	33%
Provide more information on jobs	4	22%
Career education	2	11%
Other	5	28%

*Multiple responses allowed

B_1: 12-16

12. Are you currently:

Total Responses = 14

	No.	%
Enrolled in college	4	29%
Enrolled in vocational-technical school	0	--
Not enrolled in school	10	71%

IF COLLEGE OR VOCATIONAL-TECHNICAL SCHOOL:

13. How long to you expect to be in school?

Total Responses = 4

	No.	%
1 - 6 months	0	--
7 - 12 months	1	25%
13 - 18 months	0	--
18 - 24 months	1	25%
Over 24 months	2	50%

14. What is your major?

Total Responses = 4

	No.	%
Business administration	1	25%
Chemistry	1	25%
Education	1	25%
Social work	1	25%
Other	0	--
Undecided/don't know	0	--

15. Courses to be preparation for lifetime career?

Total Responses = 4

	No.	%
Yes	4	100%
No	0	--

IF YES:

16. What lifetime career have you decided on?

Total Responses = 4

	No.	%
Business	1	25%
Medicine	1	25%
Teaching	1	25%
Social work	1	25%

17. If not enrolled in school: Do you have any plans for school?

Total Responses = 10

	No.	%
Yes	8	80%
No	2	20%

IF YES:

18. What do you plan to do?

Total Responses = 8

	No.	%
College	3	38%
Accountant	1	13%
Engineer	1	13%
Secretary	2	25%
Teacher	1	13%

APPENDIX B_2

PENASCO GRADUATE (CLASS OF '74) QUESTIONNAIRE RESPONSE DISTRIBUTIONS

1. Do you think it's important for a person who is not still in school to have a job?

Total Responses = 16

	No.	%
Yes	15	94%
No	1	6%

IF YES TO Q. 1:

2. Why do you think it's important to have a job?

Total Responses = 18*

Need for basic support	4	22%
Need for independence	3	17%
Non-financial benefits	0	--
Need for activity	3	17%
For the experience	5	28%
To have a better life, luxuries	1	6%
Other	2	11%
Don't know	0	--

IF NO TO Q. 1:

3. Why do you think it's not important to have a job?

Total Responses = 1

Non-responsive answer (didn't understand)	1	100%

4. What kinds of things do you think are most important in a person's getting a job? For example, what would make an employer hire one person rather than another?

Total Responses = 31*

Personal appearance	7	23%
Education	6	19%
Health	0	--
Work habits	1	3%
References	0	--
Ability to get along with others/employer	8	26%
Ability/job experience	6	19%
Other	2	7%
Don't know	1	3%

5. What kinds of things do you think are most important in a person's keeping a job? For example, if an employer can only keep part of his workers, what kind of people is he likely to keep on?

Total Responses 28*

Ability/experience	10	36%
Having important job skills	0	--
Seniority	1	4%
Ability to get along with others	3	11%
Work habits	13	46%
Other	1	4%
Don't know	0	--

*Multiple responses allowed.

6. Do you think the kind of job a person has contributes much to his or her satisfaction with life?

Total Responses = 15

	No.	%
Yes	14	93%
No	1	7%
Don't know	0	--

IF YES TO Q. 6:

7. In what ways does it contribute to life satisfaction?

Total Responses = 14*

To have a better life, luxuries	1	7%
Non-financial benefits	7	50%
To avoid laziness, boredom	0	--
Need for basic support	0	--
Other	0	--
Don't know	0	--
Non-responsive (didn't understand)	6	43%

IF NO TO Q. 6:

8. Why do you feel that it doesn't contribute much?

Total Responses = 1

Non-responsive (didn't understand)	1	100%

9. Do you have a job at present?

Total Responses = 16

Yes	6	38%
No	10	63%

IF NO TO Q. 9:

10. What is the reason you don't have a job?

Total Responses = 11*

Vacationing	0	--
Can't find a job	2	18%
Illness	0	--
Going to school	4	36%
Married	1	9%
Don't know/refuse to answer	0	--
Other	4	36%

*Multiple responses allowed.

IF YES TO Q. 9:

11. What is your job?

Total Responses = 5	No.	%
Storekeeper	1	20%
Forest Service	1	20%
Work/study (secretarial)	1	20%
Cashier	1	20%
Nurse's Aide	1	20%

12. How did you find your job?

Total Responses = 5	No.	%
Direct contact with employer	3	60%
Through family/friends	1	20%
State Employment Service	0	--
Private employment agency	0	--
Other	1	20%

13. Did you have any training or experience to prepare you for this job?

Total Responses = 5	No.	%
Yes	3	60%
No	2	40%

IF YES TO Q. 13:

14. Did you receive this training in high school?

Total Responses = 3	No.	%
Yes	1	33%
No	2	67%

15. Do you like the job you now have?

Total Responses = 2	No.	%
Yes	2	100%
No	0	--

	No.	%
16. Will the job you have now be your lifetime career?		
Total Responses = 2		
Yes	2	100%
No	0	--
Don't know	0	--
IF NO:		
17. What will lifetime career be?		
Total Responses = 0	0	--
18. If one of your friends said to you "I just can't decide what to do when I get out of school," how would you advise your friend to go about making that decision?		
Total Responses = 21*		
Seek information from school	0	--
Seek information from parents	0	--
Seek information from friends	0	--
Seek information from State Employment Service	0	--
Seek information from any adults	0	--
Help him consider capabilities, make plans	5	24%
Get some work experience	4	19%
Go to college or enter training program	8	38%
Go into military	0	--
Could not help - it's his life, etc.	1	5%
Must be independent	1	5%
Other	0	--
Don't know	2	10%
19. When you were in high school, did you get any information about jobs and how you choose and prepare for them?		
Total Responses = 16		
Yes	11	69%
No	5	31%
Don't know	0	--

*Multiple responses allowed.

IF YES TO Q. 19:

20. Where did you get that information?

Total Responses = 13*

	No.	%
Teachers, counselors	4	31%
Parents	0	--
Friends	0	--
Sought it (on own initiative)	0	--
Reading materials	1	8%
PENCEP office	7	54%
Other	0	--
School	1	8%
Don't know	0	--

21. When you were in high school, did anyone give you any guidance or counseling about job and career decisions?

Total Response = 16

	No.	%
Yes	11	69%
No	5	31%
Don't know	0	--

IF YES TO Q. 21:

22. Who gave you counseling and guidance?

Total Responses = 15*

	No.	%
Teacher	1	8%
Counselor	7	47%
Job placement officer	2	13%
Career Education	3	20%
College representative	0	--
Military recruiter	0	--
Counselor - TVI Espanola	0	--
Other	1	8%
Parents	1	8%
Don't know	0	--

23. What kinds of help do you think high school students need to help them decide about and prepare for jobs?

Total Responses = 20*

	No.	%
Counseling/guidance	4	20%
Work experience/training	2	10%
Career Education	2	10%
Schooling (college-vocational)	2	10%
Information on jobs (specific)	2	10%
Help gaining self-confidence	0	--
Preparing resumés, applications, being interviewed	1	5%
Part-time job in field of interest	1	5%
Education	1	5%
Other	0	--
Don't know	4	20%
Speakers	1	5%

*Multiple responses allowed.

24. What do you think are the most important things a person should know about to get along in the world?

Total Responses = 20*	No.	%
Getting along with people	9	45%
Good character	5	25%
Education	1	5%
Skills	0	--
Self-knowledge	3	15%
Learn how to speak	2	10%
Other	0	--
Don't know	0	--

25. Do you think going to school is the best way to learn the things you need to know, or is there a better way to learn them?

Total Responses = 16	No.	%
School	11	69%
Other	4	25%
Both	1	6%
Don't know	0	--

IF OTHER (in response to Q. 25):

26. How do you think a person best learns these things?

Total Responses = 5*	No.	%
Through work experience	1	20%
Through life in general	4	80%
Parents	0	--
Other	0	--

27. Are you currently enrolled in:

Total Responses = 16	No.	%
college?	5	31%
vocational/technical school?	3	19%
Not enrolled in school	8	50%

*Multiple responses allowed.

IF ENROLLED:

28. How long do you expect to be in school?

Total Responses = 7

	No.	%
6 months - 1 year	3	43%
>1 - 2 years	1	14%
>2 - 3 years	0	--
>3 - 4 years	1	14%
5 - 6 years	0	--
over 6 years	0	--
Undecided	1	14%
Non-specific	1	14%

29. What is your major?

Total Responses = 7

Auto mechanics	1	14%
Electronics	1	14%
Engineering	1	14%
Math	1	14%
Cosmetology	1	14%
Other	0	--
Undecided	2	29%

30. Do you consider your courses to be preparation for a lifetime career?

Total Responses = 8

Yes	3	38%
No	5	63%
Don't know	0	--

IF YES TO Q. 30:

31. What lifetime career have you decided upon?

Total Responses = 3

Auto mechanics	1	33%
Electronics	1	33%
Engineering	1	33%

IF NOT ENROLLED IN SCHOOL:

32. Do you have any plans to go to school in the future?

Total Responses = 6

	No.	%
Yes	4	67%
No	2	33%
Don't know	0	--

IF YES TO Q. 32:

33. What do you plan to do?

Total Responses = 3

	No.	%
Attend college	0	--
Enter vocational training school	1	33%
Other	0	--
Don't know	2	67%

34. Do you feel a person keeps on learning things all his life or do you stop learning things when you stop going to school?

Total Responses = 16

	No.	%
Keep on learning	16	100%

APPENDIX C

PENASCO SENIOR QUESTIONNAIRE RESPONSE DISTRIBUTIONS

1. Do you think it's important for a person who is not still in school to have a job?

Total Responses = 49

	No.	%
Yes	47	94%
No	2	4%

IF YES TO Q. 1:

2. Why do you think it's important to have a job?

Total Responses = 60*

	No.	%
Need for basic support	28	47%
Need for independence	9	15%
Non-financial benefits	5	8%
Need for activity	10	17%
Avoid hassles with parents	1	2%
To have a better life	4	7%
Other	0	--
Don't know	3	5%

IF NO TO Q. 2:

3. Why not?

Total Responses = 2

	No.	%
A job is not everything	1	50%
Don't know	1	50%

4. What kinds of things do you think are most important in a person's getting a job? For example, what would make an employer hire one person rather than another?

Total Responses = 131*

	No.	%
Ability/previous job experience	36	28%
Personal appearance	18	14%
Education	8	6%
Work habits, honest, prompt, trustworthy, dependable and able to follow instructions	6	5%
References	2	2%
Able to get along with others/employer	23	18%
Interest in/attitude toward job	17	13%
Good impression at interview	14	11%
Quality of resumé	4	3%
Other	2	2%
Don't know	1	1%

*Multiple responses allowed

5. And, what kinds of things do you think are most important in a person's keeping a job? For example, if an employer can only keep part of his workers, what kind of people is he likely to keep on?

Total Responses = 105*

	No.	%
Ability/performance	41	39%
Those with most important skills/job	2	2%
Those with seniority	3	3%
Able to get along with others/employer	14	13%
Work habits, honest, prompt, trustworthy, dependable and able to follow instructions	34	32%
Those with interest/enthusiasm for job	10	10%
Other	1	1%
Don't know	0	--

6. Do you think the kind of job a person has contributes much to his or her satisfaction with life?

Total Responses = 50

	No.	%
Yes	44	88%
No	3	6%
Don't know	3	6%

IF YES TO Q. 6:

7. In what ways does it contribute to life satisfaction?

Total Responses = 45*

	No.	%
To have a better life	1	2%
Non-financial benefits	26	58%
To avoid laziness, boredom	0	--
Need for basic support	2	4%
Other	0	--
Don't know	3	7%
Answer non-responsive to question	13	29%

*Multiple responses allowed

IF NO TO Q. 6:

8. Why do you feel that it doesn't contribute much?

Total Responses = 3

	No.	%
Mind over job	0	--
No effect on personal life	0	--
Answer non-responsive	3	100%

9. Do you expect to get a job yourself when you get out of school?

Total Responses = 50

Yes	46	92%
No	3	6%
Don't know	1	2%

IF NO TO Q. 9:

10. What will you do instead of getting a job?

Total Responses = 3

Attending school/college, vocational	1	33%
Part-time employment	0	--
Help father out	1	33%
Getting married	1	33%

IF YES TO Q. 9:

11. What kind of work do you think you will get into?

Total Responses = 47*

Specific professional	2	4%
Clerical/secretarial	15	37%
Mechanic	3	6%
Construction	5	11%
Electrician	2	4%
Carpenter	1	2%
Specific health	2	4%
Military	1	2%
Forestry	0	--
Technical	2	4%
Marriage	0	--
Education	1	2%
Other	9	19%
Didn't know	4	9%

*Multiple responses allowed

16. Will that be your lifetime career or a temporary form of employment?

Total Responses = 42

	No.	%
Temporary	33	79%
Lifetime	8	19%
Don't know	1	2%

IF TEMPORARY TO Q. 16:

17. What do you have in mind for your lifetime career?

Total Responses = 35*

	No.	%
Specific professional	4	11%
Specific health	1	3%
Education	1	3%
Forestry	1	3%
Skilled trades	1	3%
Marriage	3	9%
Cashier/sales	1	3%
Personal services	2	6%
Other	5	14%
Don't know	16	46%

IF D.K., FOLLOWING QUESTIONS ASKED ABOUT TEMPORARY WORK

18. How did you make that decision?

Total Responses = 52*

	No.	%
Taking related courses in school	11	21%
Family promoted interest	5	10%
Reading/television	3	6%
Work/study in Taos	3	6%
Always wanted to do it--personal interest	21	40%
Media Center--PENCEP	1	2%
Developed skills related to work	6	12%
Only place to go to school and get paid too	0	--
Other	1	2%
Don't know	1	2%

---

*Multiple responses allowed

19. How long ago did you decide to get into (occupational area described)?

Total Responses = 41

	No.	%
Senior year	9	22%
Junior year	17	41%
Sophomore year	9	22%
Freshman year	1	2%
Junior high (7th & 8th grades)	0	--
Elementary (1st - 6th grades)	1	2%
All of life	3	7%
Don't know	1	2%

20. What is it about that sort of work that appeals to you?

Total Responses = 57*

	No.	%
Enjoys doing specific skills required	31	54%
Need for activity, keeping busy	2	4%
Enjoys working alone	1	2%
Enjoys helping others	5	9%
Enjoys meeting people; working with people	8	14%
Job varies, not the same thing every day	4	7%
Financial benefits	1	2%
Job security	0	--
Other	4	7%
Don't know	1	2%

21. Are you doing anything now to prepare for that sort of work?

Total Responses = 40

	No.	%
Yes	24	60%
No	16	40%

*Multiple responses allowed.

IF YES TO Q. 21:

22. What are you doing in preparation?

Total Responses = 30*

	No.	%
DEVELOPING SPECIFIC SKILLS RELATED TO JOB:		
Thru work experience	10	33%
Thru school courses	14	47%
Thru independent study or practice of skills	6	20%
SEEKING JOB MARKET INFORMATION:		
From PENCEP, school counselor, etc.		
From employment service	--	--
From other persons	--	--
SEEKING JOBS:		
Thru PENCEP or school	--	--
Thru employers	--	--
Thru other sources	--	--
Still making plans to prepare for job	--	--
Other	--	--

IF D.K. TO Q. 11:

12. Have you done any general thinking about the sort of work you would like to do?

Total Responses = 4

	No.	%
Yes	3	75%
No	1	25%

IF YES TO Q. 12:

13. What kinds of work are you considering?

Total Responses = 5*

	No.	%
Agriculture	1	20%
Forestry	1	20%
Social Services	1	20%
Skilled trades	1	20%
Health	1	20%

14. Have you been trying to get information about jobs of this kind?

Total Responses = 3

	No.	%
Yes	2	67%
No	1	33%

*Multiple responses allowed

IF YES TO Q. 14:

15. Where did you find that information?

Total Responses = 3

	No.	%
Friends	0	--
Thru mail	0	--
Media Center--PENCEP Office	2	67%
Other	1	33%

23. If one of your friends said to you "I just can't decide what to do when I get out of school," how would you advise your friend to go about making that decision?

Total Responses = 64*

Seek information about school	3	5%
Seek information from parents	1	2%
Seek information from friends	0	--
Seek information from Employment Service	0	--
Seek information from any adult	1	2%
Help him consider capabilities, make plans	27	42%
Get some work experience	12	19%
Go to college or enter training program	11	17%
Go into military	1	2%
Could not help, it's his life, etc.	4	6%
Other	4	6%

24. Has there been any discussion in any of your classes about jobs, how you choose a career, and how you prepare for the career area you have chosen?

Total Responses = 50

Yes	30	60%
No	20	40%

*Multiple responses allowed

IF YES TO Q. 24:

25. What kinds of things were discussed?

Total Responses = 46*	No.	%
Self-awareness	2	4%
Advantages of having a job	0	--
Descriptions, qualifications, training for specific occupations	16	35%
Work habits	3	7%
Personal relations on the job	1	2%
Applying for jobs	10	22%
Has seen film provided by Career Education	6	13%
Other	5	11%
Don't know	3	7%

26. Was there any discussion of jobs available in Northern New Mexico?

Total Responses = 28	No.	%
Yes	9	32%
No	16	57%
Don't know	3	11%

27. Did you get any information about jobs, careers, and preparing for them anywhere other than in class?

Total Responses = 50	No.	%
Yes	36	72%
No	12	24%
Don't know	1	2%
No response	1	2%

IF YES TO Q. 27:

28. Where did you get that information?

Total Responses = 58*	No.	%
PENCEP Office Media Center	15	26%
PENCEP Work/study program	6	10%
PENCEP Evaluation units	0	--
Parents, family	11	19%
Employment Service (Taos, Espanola)	0	--
Persons in related field	6	10%
Reading material	4	7%
Other	15	26%
Don't know	1	2%

*Multiple responses allowed

29. Has anyone given you any guidance or counseling about job and career decisions?

Total Responses = 50

	No.	%
Yes	32	64%
No	18	36%

IF YES TO Q. 29:

30. Who has given you counseling or guidance?

Total Responses = 43*

Job Placement Officer	7	16%
College Representatives	0	--
Parents, Family, Friends	17	40%
Counselor	10	23%
Military Recruiters	0	--
Counselor--TVI Espanola	0	--
Other	9	23%

31. First, what do you think are the most important things a person should know to get along in the world?

Total Responses = 88*

Getting along with people	38	43%
Good "character" (honesty, dependability)	6	7%
Education	12	14%
Skills	6	7%
Knowledge of self (capabilities, goals, etc.)	13	15%
Other	10	11%
Don't know	3	3%

32. Do you think going to school is the best way to learn the things you need to know or is there a better way to learn them?

Total Responses = 50

School	33	66%
Other	13	26%
Both	4	8%

*Multiple responses allowed

IF OTHER TO Q. 32:

32a. How do you think a person best learns these things?

Total Responses = 18	No.	%
Through work experience	4	22%
Through life experience in general	13	72%
From your parents	0	--
Other	1	6%

33. If you were free to choose between going to school or not, would you quit school now?

Total Responses = 50	No.	%
Yes	4	8%
No	46	92%

IF YES TO Q. 33:

34. Why would you want to quit going to school?

Total Responses = 4	No.	%
Dislikes school	3	75%
School is not interesting	0	--
Other	1	25%

35. What would you do if you were not going to school?

Total Responses = 4	No.	%
Go to work	3	75%
Other	1	25%

IF NO TO Q. 33:

36. Why do you feel staying in school is important?

Total Responses = 49*	No.	%
Completion of school will result in better job opportunities	11	22%
Good education is generally desirable	29	59%
Important to parents	0	--
Other	9	18%

*Multiple responses allowed

	No.	%
37. How far do you int[illegible] to go in school?		
Total Responses = 47		
Finish high school	14	30%
College - B.A.	22	47%
College - Master's	1	2%
College - Doctorate	1	2%
Vocational-Technical School	8	17%
Other	1	2%
38. Why do you feel it is important to go that far in school?		
Total Responses = 51*		
Prepare for work	26	51%
Prepare for better life	2	4%
Education generally desirable	15	29%
Personal goal/to prove something	4	8%
Other	2	4%
Don't know	2	4%
39. Do you feel that you've done well in high school?		
Total Responses = 50		
Yes	38	76%
Fair	7	14%
No	4	8%
Don't know	1	2%
40. Do you feel a person keeps on learning things all his life or do you stop learning things when you stop going to school?		
Total Responses = 50		
Keep learning	46	92%
Stop learning	4	8%
41. Have you received any skills training or specific job experience during your years in high school?		
Total Responses = 50		
Yes	40	80%
No	10	20%

*Multiple responses allowed

IF YES TO Q. 41:

42. What kind of training or experience was it?

Total Responses = 58*

	No.	%
Teacher aide	2	3%
Social service	1	2%
Secretarial/Clerical	16	28%
Construction	3	5%
Drafting	2	3%
Carpentry	3	5%
Plumbing	2	3%
Electrical	2	3%
Specific health	2	3%
Career education work/study	10	17%
Cashier/sales	6	10%
Other	9	16%

IF WORK EXPERIENCE:

43. How did you get that job?

Total Responses = 36

Through PENCEP, or school personnel	30	83%
Through friends, relatives	2	6%
Through Employment Service	0	--
Through direct contact with employer	4	11%

44. Do you feel completely prepared by your training or work experience to take a job in that area?

Total Responses = 40

Yes	24	60%
No	14	35%
Don't know	1	3%
No response	1	3%

*Multiple responses allowed

IF NO TO Q. 44:

45. Why not? What additional preparation do you feel you need?

Total Responses = 15*

	No.	%
Need for on-job training; more experience	8	53%
Need for higher education	3	20%
Personally not suited for that job (disliked work, too shy)	1	7%
Other	3	20%
Don't know	0	--

46. Do you have plans for acquiring (additional preparation needs mentioned)?

Total Responses = 14

Yes	10	71%
No	2	14%
Don't know	1	7%
Not sure	1	7%

IF YES TO Q. 46:

47. What are they?

Total Responses = 10

Continue working at present job	1	10%
Seek a job in that field	1	10%
Go to vocational school	1	10%
Go to college	6	60%
Other	1	10%

48. Is anyone here at the school helping you obtain (needed preparation)?

Total Responses = 10

Yes	4	40%
No	5	50%
Not sure	1	10%

*Multiple responses allowed

IF YES TO Q. 48:

49. Who is helping you?

Total Responses = 4

	No.	%
Teacher	1	25%
Counselor	1	25%
Job placement officer	0	--
Other	2	50%

50. Have you ever been in to see the job placement officer?

Total Responses = 50

	No.	%
Yes	36	72%
No	14	28%

IF YES TO Q. 50:

51. What was the result of your meeting with him?

Total Responses = 36

	No.	%
Job placement	31	86%
Discussed job student had found on his own	2	6%
Just talked	1	3%
Applied for, but did not get job	1	3%
Don't know	1	3%

(If mentions placement):

52. Are you happy with the type of work you've been placed in?

Total Responses = 31

	No.	%
Yes	24	77%
No	7	23%

53. Have you been satisfied in general with the help you've received from the Placement Officer?

Total Responses = 33

	No.	%
Yes	32	97%
No	1	3%

54. Do you have any suggestions for improving the help students get from the Placement Officer?

Total Responses = 32

	No.	%
No suggestions	22	69%
Regular or more frequent contact between placement officer and students	3	9%
Match jobs to students' interests	5	16%
Find jobs for students that pay more	1	3%
Publicize placement service so that students will be aware of it	1	3%

IF NO CONTACT WITH JOB PLACEMENT OFFICER (See Q. 50).

55. Have you found a job on your own?

Total Responses = 14

	No.	%
Yes	9	64%
No	4	29%
Not sure	1	7%

IF YES TO Q. 55:

56. Do you feel you'll stay in this kind of work for the rest of your life?

Total Responses = 9

	No.	%
Yes	3	33%
No	6	67%

IF NO TO Q. 56:

57. What is it that you don't like about it?

Total Responses = 7*

	No.	%
Have more permanent interests	0	--
Tiring, boring (not interested)	3	43%
Specific duties of job (work too strenuous, unpleasant conditions, etc.)	1	14%
Other	3	43%

*Multiple responses allowed

58. What would you like to be doing?

Total Responses = 7*

	No.	%
Mentions specific occupational goal	4	57%
Mentions possible goal (e.g., might like teaching)	1	14%
School/college	1	14%
Not sure	1	14%

59. What is stopping you from doing that now?

Total Responses = 6

	No.	%
Needs financial assistance	0	--
Needs further schooling	3	50%
Being in school	1	17%
Nothing	1	17%
Other	1	17%

60. In general, how much help do you feel the teachers, the counselors and the placement officer have given you in deciding what kind of work to get into, how to find jobs, and how to prepare for them?

Total Responses = 50

	No.	%
A lot of help	11	22%
Some help	26	52%
A little help	11	22%
None at all	2	4%

*Multiple responses allowed

61. Can you think of anything these people could do to help students more with jobs and career problems? We'd be very interested in your suggestions.

Total Responses = 86*

	No.	%
More personalized help	24	28%
Information on additional occupations	14	16%
Additional job market information	9	11%
Not discriminate against poorer students	2	2%
More assistance in job placement, referrals to employers	2	2%
Improve the quality of work/study jobs	4	5%
Make school, classes, texts more interesting and relevant	4	5%
Other	14	16%
Don't know	1	1%
No suggestions	12	14%

*Multiple responses allowed

APPENDIX C/C

COMPARISON SENIOR QUESTIONNAIRE RESPONSE DISTRIBUTIONS

C/C: 1-4

1. Do you think it's important for a person who is not still in school to have a job?

Total Responses = 48

	No.	%
Yes	47	98%
No	1	2%

IF YES TO Q. 1:

2. Why do you think it's important to have a job?

Total Responses = 67*

	No.	%
Need for basic support	41	62%
Need for independence	12	18%
Non-financial benefits	2	3%
Need for activity	11	16%
Avoid hassles with parents	0	--
To have a better life	1	1%
Other	1	1%
Don't know	0	--

IF NO TO Q. 1:

3. Why not?

Total Responses = 1

	No.	%
A job is not everything	0	--
Not responsive to question	1	100%
Don't know	0	--

4. What kinds of things do you think are most important in a person's getting a job? For example, what would make an employer hire one person rather than another?

Total Responses = 137*

	No.	%
Ability/previous job experience	29	21%
Personal appearance	28	20%
Education	13	9%
Work habits, honest, prompt, trustworthy, dependable and able to follow instructions	8	6%
References	0	--
Able to get along with others/employer	22	16%
Interest in/attitude toward job	17	12%
Good impression at interview	13	9%
Quality of resumé	3	2%
Other	4	3%
Don't know	0	--

*Multiple responses allowed.

C/C: 5-7

5. And, what kinds of things do you think are most important in a person's keeping a job? For example, if an employer can only keep part of his workers, what kind of people is he likely to keep on?

Total Responses = 99*	No.	%
Ability/Performance	34	34%
Those with most important skills/job	6	6%
Those with seniority	5	5%
Able to get along with others/ employer	15	15%
Work habits, honest, prompt, trustworthy, dependable and able to follow instructions	31	31%
Those with interest/enthusiasm for job	6	6%
Other	2	2%
Don't know	0	--

6. Do you think the kind of job a person has contributes much to his or her satisfaction with life?

Total Responses = 48	No.	%
Yes	44	92%
No	3	6%
Don't know	1	2%

IF YES TO Q. 6:

7. In what ways does it contribute to life satisfaction?

Total Responses = 35*	No.	%
To have a better life	1	3%
Non-financial benefits	33	94%
To avoid laziness, boredom	0	--
Need for basic support	1	3%
Other	0	--
Don't know	0	--

*Multiple responses allowed.

IF NO TO Q. 6:

8. Why do you feel that it doesn't contribute much?

Total Responses = 3

	No.	%
May not be possible to find desirable job	1	33%
No effect on personal life	2	67%
Don't Know	0	--

9. Do you expect to get a job yourself when you get out of school?

Total Responses = 48

	No.	%
Yes	47	98%
No	1	2%

IF NO TO Q. 9:

10. What will you do instead of getting a job?

Total Responses = 1

	No.	%
Attend college, vocational school	1	100%
Part-time employment	0	--

IF YES TO Q. 9:

11. What kind of work do you think you will get into?

Total Responses = 50*

	No.	%
Specific professional	3	6%
Clerical/secretarial	4	8%
Mechanic	5	10%
Construction	0	--
Electrician	0	--
Carpenter	2	4%
Specific health	5	10%
Military	3	6%
Forestry	1	2%
Technical	4	8%
Business Mgt./Sales	9	18%
Education	0	--
Other	5	10%
Don't know	9	18%

*Multiple responses allowed.

IF D.K. TO Q. 11:

12. Have you done any general thinking about the sort of work you would like to do?

Total Responses = 8

	No.	%
Yes	5	63%
No	3	38%

IF YES TO Q. 12:

13. What kinds of work are you considering?

Total Responses = 6

	No.	%
Translator	1	17%
Banking	1	17%
Broadcasting	1	17%
Skilled trades	2	33%
Outdoor work	1	17%

14. Have you been trying to get information about jobs of this kind?

Total Responses = 5

	No.	%
Yes	3	60%
No	2	40%

IF YES TO Q. 14:

15. Where did you find that information?

Total Responses = 3

	No.	%
Friends	1	33%
Thru mail	0	--
School Personnel	2	67%

16. Will that be your lifetime career or a temporary form of employment?

Total Responses = 38

	No.	%
Temporary	20	53%
Lifetime	18	47%

IF TEMPORARY TO Q. 16:

17. What do you have in mind for your lifetime career?

Total Responses = 17

	No.	%
Specific professional	1	6%
Specific health	1	6%
Education	0	--
Secretary	2	12%
Skilled trades	2	12%
Marriage	1	6%
Cashier/sales	1	6%
Personal services	0	--
Other	2	12%
Don't know	7	41%

IF D.K., FOLLOWING QUESTIONS ASKED ABOUT TEMPORARY:

18. How did you make that decision?

Total Responses = 45*

	No.	%
Taking related courses in school	8	18%
Family promoted interest	5	11%
Reading/Television	2	4%
Work--employed in field now	3	7%
Always wanted to do it--personal interest	17	38%
Advice from school personnel	2	4%
Developed skills related to work	4	9%
Pay is good	3	7%
Other	1	2%
Don't know	0	--

*Multiple responses allowed.

19. How long ago did you decide to get into (occupational area described)?

Total Responses = 39

	No.	%
Senior Year	12	31%
Junior Year	9	23%
Sophomore Year	10	26%
Freshman Year	3	8%
Junior High (7th & 8th grades)	2	5%
Elementary (1st - 6th grades)	2	5%
All of life	0	--
Don't know	1	3%

20. What is it about that sort of work that appeals to you?

Total Responses = 70*

Enjoys doing specific skills required	26	37%
Need for activity, keeping busy	1	1%
Enjoys working alone	1	1%
Enjoys helping others	4	6%
Enjoys meeting people; working with people	13	19%
Job varies, not the same thing every day	5	7%
Financial benefits	7	10%
Job Security	2	3%
Other	10	14%
Don't know	1	1%

21. Are you doing anything now to prepare for that sort of work?

Total Responses = 38

Yes	27	71%
No	11	29%

*Multiple responses allowed.

IF YES TO Q. 21:

22. What are you doing in preparation?

Total Responses = 33*

	No.	%
DEVELOPING SPECIFIC SKILLS RELATED TO JOB:		
Thru work experience	5	15%
Thru school courses	19	58%
Thru independent study or practice of skills	5	15%
SEEKING JOB MARKET INFORMATION:		
From school counselor, etc.	0	--
From Employment Service	0	--
From other persons	1	3%
SEEKING JOBS:		
Thru school	0	--
Thru employers	1	3%
Thru other sources	0	--
Still making plans to prepare for job	0	--
Other	2	6%

23. If one of your friends said to you "I just can't decide what to do when I get out of school," how would you advise your friend to go about making that decision?

Total Responses = 67 *

	No.	%
Seek information from school	6	9%
Seek information from parents	3	4%
Seek information from friends	1	1%
Seek information from Employment Service	0	--
Seek information from any adult	0	--
Help him consider capabilities, make plans	26	39%
Get some work experience	13	19%
Go to college or enter training program	13	19%
Go into military	0	--
Could not help--it's his life, etc.	2	3%
Other	3	4%

24. Has there been any discussion in any of your classes about jobs, how you choose a career, and how you prepare for the career area you have chosen?

Total Responses = 48

	No.	%
Yes	34	71%
No	14	29%

*Multiple responses allowed.

IF YES TO Q. 24:

25. What kinds of things were discussed?

Total Responses = 46*

	No.	%
Self-awareness	1	2%
Advantages of having a job	1	2%
Descriptions, qualifications, training for specific occupations	21	46%
Work habits	2	4%
Personal relations on the job	0	--
Applying for jobs	12	26%
Has seen film	2	4%
Other	7	15%

26. Was there any discussion of jobs available in Northern New Mexico?

Total Responses = 32

Yes	2	6%
No	28	88%
Don't know	2	6%

27. Did you get any information about jobs, careers, and preparing for them anywhere other than in class?

Total Responses = 48

Yes	33	69%
No	15	31%
Don't know	0	--

IF YES TO Q. 27:

28. Where did you get that information?

Total Responses = 52*

School personnel/counselor	16	31%
Employer	6	12%
Military recruiter	4	8%
Parents, family, friends	10	19%
Employment Service	1	2%
Persons in related field	4	8%
Reading material	7	13%
Other	4	8%
Don't know	0	--

*Multiple responses allowed.

29. Has anyone given you any guidance or counseling about job and career decisions?

Total Responses = 48

	No.	%
Yes	35	73%
No	13	27%

IF YES TO Q. 29:

30. Who has given you counseling or guidance?

Total Responses = 59*

	No.	%
Employer	1	2%
College Representatives	1	2%
Parents, family, friends	11	19%
Counselor	30	51%
Military Recruiters	1	2%
Teacher/School personnel	14	24%
Other	1	2%

31. Have you received any skills training or specific job experience during your years in high school?

Total Responses = 48

	No.	%
Yes	35	73%
No	13	27%

IF YES TO Q. 31:

32. What kind of training or experience was it?

Total Responses = 57*

	No.	%
Services	8	14%
Health	1	2%
Secretarial/Clerical	13	23%
Construction/labor	3	5%
Welding	8	14%
Carpentry	7	12%
Plumbing	1	2%
Mechanics	5	9%
Cashier/Sales	1	2%
Other	10	18%

*Multiple responses allowed.

C/C: 33-38

IF WORK EXPERIENCE:

33. How did you get that job?

Total Responses = 20

	No.	%
Through school personnel	4	20%
Through friends, relatives	9	45%
Through Employment Service	1	5%
Through direct contact with employer	6	30%

34. Do you feel completely prepared by your training or work experience to take a job in that area?

Total Responses = 33

	No.	%
Yes	16	48%
No	17	52%

IF NO TO Q. 34:

35. Why not? What additional preparation do you feel you need?

Total Responses = 20*

	No.	%
Need for on-job training; more experience	6	30%
Need for higher education	13	65%
Personally not suited for that job (disliked work, too shy)	1	5%

36. Do you have plans for acquiring (additional preparation needs mentioned)?

Total Responses = 16

	No.	%
Yes	11	69%
No	5	31%

IF YES TO Q. 36:

37. What are they?

Total Responses = 11

	No.	%
Continue working at present job	0	--
Seek a job in that field	1	9%
Go to vocational school	6	55%
Go to college	4	36%

38. Is anyone here at the school helping you obtain (needed preparation)?

Total Responses = 11

	No.	%
Yes	8	73%
No	3	27%

*Multiple responses allowed.

C/C: 39-41

IF YES TO Q. 38:

39. Who is helping you?

Total Responses = 11*	No.	%
Teacher	4	36%
Counselor	7	64%

40. In general, how much help do you feel the teachers, the counselors and the placement officer have given you in deciding what kind of work to get into, how to find jobs, and how to prepare for them?

Total Responses = 48	No.	%
A lot of help	14	29%
Some help	18	38%
A little help	13	27%
None at all	3	6%

41. Can you think of anything these people could do to help students more with jobs and career problems? We'd be very interested in your suggestions.

Total Responses = 81*	No.	%
More personalized help	15	19%
Information on additional occupations	20	25%
Additional job market information	18	22%
Not discriminate against poorer students/no favorites	1	1%
More assistance in job placement, referrals to employers	2	2%
Make school, classes, texts more interesting and relevant	11	14%
Have class in career education	4	5%
How to apply for job	4	5%
Other	6	7%

*Multiple responses allowed.

42. Do you have a job now--or will you be getting one this summer?

Total Responses = 48

	No.	%
Yes	44	92%
No	3	6%
Don't know	1	2%

IF YES TO Q. 42:

43. What kind of work is it?

Total Responses = 46*

	No.	%
Services	9	20%
Military	1	2%
Secretarial/Clerical	7	15%
Cashier/sales	4	9%
Skilled trades	1	2%
Professional	0	--
Marriage	0	--
Unskilled labor	17	37%
Vocational-technical school or college	0	--
Other	3	7%
Don't know	4	9%

44. How did you get your job?

Total Responses = 38

	No.	%
School	3	8%
Friends, relatives	13	34%
State Employment Service	0	--
Direct contact with employer	22	58%

*Multiple responses allowed.

45. Are you satisfied with that job, or are you planning to look for some different kind of work?

Total Responses = 37

	No.	%
Satisfied	18	49%
Different	18	49%
Don't know	1	3%

IF DIFFERENT:

46. What kind of job will you be looking for?

Total Responses = 19

	No.	%
Services	2	11%
Military	2	11%
Secretarial/Clerical	3	16%
Cashier/sales	0	--
Skilled trades	3	16%
Professional	0	--
Marriage	0	--
Unskilled	0	--
Voc.-Tech./College	6	32%
Other	1	5%
Don't know	2	11%

47. What do you think are the most important things a person should know to get along in the world?

Total Responses = 87*

	No.	%
Getting along with people	40	46%
Good "character" (honesty, dependability)	8	9%
Education	13	15%
Skills	3	3%
Knowledge of self (capabilities, goals, etc.)	13	15%
Other	9	10%
Don't know	1	1%

48. Do you think going to school is the best way to learn the things you need to know or is there a better way to learn them?

Total Responses = 48

	No.	%
School	30	63%
Other	10	21%
Both	8	17%

*Multiple responses allowed.

IF OTHER TO Q. 48:

48a. How do you think a person best learns these things?

Total Responses = 18

	No.	%
Through work experience	4	22%
Through life experience in general	13	72%
From your parents	0	--
Other	1	6%

49. If you were free to choose between going to school or not, would you quit school now?

Total Responses = 48

	No.	%
Yes	1	2%
No	47	98%

IF YES TO Q. 49:

50. Why would you want to quit going to school?

Total Responses = 1

	No.	%
Dislikes school	0	--
School is not interesting	1	100%
Other	0	--

51. What would you do if you were not going to school?

Total Responses = 1

	No.	%
Go to work	0	--
Other	1	100%

IF NO TO Q. 49:

52. Why do you feel staying in school is important?

Total Responses = 51*

	No.	%
Completion of school will result in better job opportunities	24	47%
Good education is generally desirable	19	37%
Important to parents	0	--
Other	8	16%

*Multiple responses allowed.

53. How far do you intend to go in school?

Total Responses = 48

	No.	%
Finish high school	8	17%
College - B.A.	9	19%
College - Master's	5	10%
College - Doctorate	0	--
Vocational-Technical School	22	46%
Other	1	2%
Don't know	3	6%

54. Why do you feel it is important to go that far in school?

Total Responses = 54*

	No.	%
Prepare for work	32	59%
Prepare for better life	4	7%
Education generally desirable	8	15%
Personal goal/to prove something	6	11%
Make more money	4	7%

55. Do you feel that you've done well in high school?

Total Responses = 48

	No.	%
Yes	33	69%
Fair	9	19%
No	6	13%

56. Do you feel a person keeps on learning things all his life or do you stop learning things when you stop going to school?

Total Responses = 48

	No.	%
Keep learning	45	94%
Stop learning	3	6%

*Multiple responses allowed.

APPENDIX D

PENASCO EIGHTH GRADE QUESTIONNAIRE RESPONSE DISTRIBUTIONS

1. Do you think it's important for a grown up person who is not still in school to have a job?

Total Responses = 9

	No.	%
Yes	9	100%

IF YES TO Q. 1:

2. Why do you think it's important to have a job?

Total Responses = 17*

	No.	%
Basic Support	7	41%
Independence	2	12%
Non-financial	1	6%
Activity	3	18%
Luxuries	3	18%
Other	0	--
Don't know	1	6%

IF NO TO Q. 1:

3. Why?

Total Responses = 0

4. What kinds of things do you think are most important in a person's getting a job? For example, what would make an employer hire one person rather than another?

Total Responses = 17*

	No.	%
Ability/job experience	5	29%
Personal appearance	2	12%
Education	3	18%
Application/resume	0	--
Work habits	3	18%
References	0	--
Getting along with others	2	12%
Other	1	6%
Don't know	1	6%

5. And what kinds of things do you think are most important in a person's keeping a job? For example, if an employer can only keep part of his workers, what kind of people is he likely to keep on?

Total Responses = 16*

	No.	%
Ability/performance	5	31%
Important skills/job	0	--
Seniority	1	6%
Get along with others	1	6%
Work habits	6	38%
Other	3	19%
Don't know	0	--

*Multiple responses allowed

6. Do you think the kind of job a person has contributes much to his or her satisfaction with life?

Total Responses = 9

	No.	%
Yes	7	78%
No	2	22%
Don't know	0	--

IF YES TO Q. 6:

7. In what ways does it contribute to life satisfaction?

Total Responses = 7

Better life/luxuries	0	--
Basic support	2	29%
Non-financial	4	57%
Avoid laziness	0	--
Other	0	--
Don't know	1	14%

IF NO TO Q. 6:

8. Why do you feel that it doesn't contribute much?

Total Responses = 2

No effect on personal life	1	50%
Don't know	1	50%

9. Do you expect to get a job yourself when you get out of school?

Total Responses = 9

Yes	8	89%
No	0	--
Don't know	1	11%

IF NO TO Q. 9:

10. What will you do?

Total Responses = 0

IF YES TO Q. 9:

11. What kind of work do you want to do?

Total Responses = 8

Medical	1	13%
Other professional	2	25%
Sales	1	13%
Services	2	25%
Other	1	13%
Don't know	1	13%

IF OCCUPATION DESCRIPTION IS GIVEN TO Q. 11:

12. How did you decide to get into (occupational area described)?

Total Responses = 6

	No.	%
Family promoted interest	1	17%
Taking school courses	1	17%
Reading/TV	1	17%
Personal interest	1	17%
Other	2	33%

13. Will (occupational area) require any special training or preparation?

Total Responses = 6

Yes	6	100%
No	0	--

IF D.K. TO Q. 11:

14. Have you done any general thinking about what sort of work you would like to do?

Total Responses = 1

Yes	0	--
No	1	100%

IF YES TO Q. 14:

15. What kinds of work are you considering?

Total Responses = 0

16. Are you seeking information about jobs of this kind?

Total Responses = 0

17. If yes: where did you find this information?

Total Responses = 0

18. If one of your friends said to you "I just can't decide what to do when I get out of school," how would you advise your friend to go about making that decision?

Total Responses = 10

	No.	%
Help him consider capabilities, help make plans	5	50%
Get some work experience	4	40%
Go to college/stay in school	1	10%

19. Has there been any discussion in any of your classes about jobs, how you choose a career, and how you prepare for the career you have chosen?

Total Responses = 9

	No.	%
Yes	5	56%
No	4	44%

IF YES TO Q. 19:

20. What kinds of things were discussed?

Total Responses = 6*

	No.	%
Advantages of job	1	17%
Job descriptions	5	83%

21. Was there any discussion of jobs available here in Northern New Mexico?

Total Responses = 5

	No.	%
Yes	3	60%
No	1	20%
Don't know	1	20%

*Multiple responses allowed

22. Did you get any information about jobs, careers, and preparing for them anywhere other than in classes?

Total Responses = 9	No.	%
Yes	4	46%
No	5	54%

IF YES TO Q. 22:

23. Where did you get that information?

Total Responses = 6*	No.	%
Parents - Family	1	17%
PENCEP - Career Education (books, trips, personnel)	4	67%
Persons in related field	0	--
Other	1	17%

*Multiple responses allowed

24. Suppose I said, "O.K., if you don't want to, you don't have to go to school anymore after today. It's up to you." Would you want to keep going to school or would you want to quit?

Total Responses = 9

	No.	%
Keep going	9	100%
Quit	0	--

IF KEEP GOING TO Q. 24:

25. Why would you want to stay in school? What do you think is good about it?

Total Responses = 11*

	No.	%
Education generally desirable	5	44%
Better jobs	6	55%
To get a diploma	0	--

IF QUIT:

26. Why?

Total Responses = 0

27. What would you do?

Total Responses = 0

28. How long do you think you will keep going to school? Do you expect to finish high school?

Total Responses = 9

	No.	%
Yes	9	100%
No	0	--

IF YES TO Q. 28:

28a. What about college: Do you plan on going to college?

Total Responses = 9

	No.	%
Yes	7	78%
No	1	11%
Undecided	1	11%

*Multiple responses allowed

29. What are the most important things to know in getting along?

Total Responses = 14*

	No.	%
Knowledge of self	0	--
Job skills	1	7%
Good character	2	14%
Good education	4	29%
Other	6	43%
Don't know	1	7%

30. Is school the best way to learn these things?

Total Responses = 8

School	7	88%
Other	1	13%

31. If Other: How does a person best learn?

Total Responses = 1

Life experiences	0	--
Work experiences	1	100%

32. Will you keep learning all your life or stop learning when you stop going to school?

Total Responses = 9

Keep learning	8	89%
Stop learning	1	11%

---

*Multiple responses allowed

APPENDIX D/C

COMPARISON EIGHTH GRADE QUESTIONNAIRE RESPONSE DISTRIBUTIONS

1. Do you think it's important for a grown up person who is not still in school to have a job?

Total Responses = 7

	No.	%
Yes	7	100%

IF YES TO Q. 1:

2. Why do you think it's important to have a job?

Total Responses = 8*

	No.	%
Basic Support	6	75%
Independence	0	--
Non-financial	0	--
Activity	1	13%
Luxuries	1	13%
Other	0	--
Don't know	0	--

IF NO TO Q. 1:

3. Why not?

Total Responses = 0

4. What kind of things do you think are most important in a person's getting a job? For example, what would make an employer hire one person rather than another?

Total Responses = 15*

	No.	%
Ability/job experience	6	40%
Personal appearance	2	13%
Education	1	7%
Application/resumé	1	7%
Work habits	4	27%
References	0	--
Getting along with others	1	7%
Other	0	--
Don't know	0	--

5. And what kinds of things do you think are most important in a person's keeping a job? For example, if an employer can only keep part of his workers, what kind of people is he likely to keep on?

Total Responses = 13*

	No.	%
Ability/performance	5	38%
Important skills/job	1	8%
Seniority	1	8%
Getting along with others	0	--
Work habits	5	38%
Other	1	8%
Don't know	0	--

*Multiple responses allowed

6. Do you think the kind of job a person has contributes much to his or her satisfaction with life?

Total Responses = 7

	No.	%
Yes	6	86%
No	1	14%
Don't know	0	--

IF YES TO Q. 6:

7. In what ways does it contribute to life satisfaction?

Total Responses = 8*

	No.	%
Better life/luxuries	0	--
Basic support	2	25%
Non-financial	6	75%
Avoid laziness	0	--
Other	0	--
Don't know	0	--

IF NO TO Q. 6:

8. Why do you feel that it doesn't contribute much?

Total Responses = 1

	No.	%
No effect on personal life	1	100%
Don't know	0	--

9. Do you expect to get a job yourself when you get out of school?

Total Responses = 7

	No.	%
Yes	7	100%
No	0	--
Don't know	0	--

IF NO TO Q. 9:

10. What will you do?

Total Responses = 0

IF YES TO Q. 9:

11. What kind of work do you want to do?

Total Responses = 8*

	No.	%
Medical	0	--
Other professional	1	13%
Sales	1	13%
Services	1	13%
Other	2	25%
Don't know	3	38%

*Multiple responses allowed

IF OCCUPATION DESCRIPTION IS GIVEN TO Q. 11:

12. How did you decide to get into (occupational area described)?

Total Responses = 6

	No.	%
Family promoted interest	2	33%
Personal interest	4	67%

13. Will (occupational area) require any special training or preparation?

Total Responses = 4

Yes	4	100%
No	0	--

IF D.K. TO Q. 11:

14. Have you done any general thinking about what sort of work you would like to do?

Total Responses = 3

Yes	3	100%
No	0	--

IF YES:

15. Kinds of work considering?

Total Responses = 3

Contractor	1	33%
Military	1	33%
Work with animals	1	33%

16. Have you been trying to get information about jobs of this kind?

Total Responses = 3

Yes	3	100%
No	0	--

IF YES TO Q. 16:

17. Where did you find that information?

Total Responses = 3

Friends/relatives	2	67%
Mail	0	--
Reading	1	33%
Other	0	--
Don't know	0	--

18. If one of your friends said to you "I just can't decide what to do when I get out of school," how would you advise your friend to go about making that decision?

Total Responses = 11*

	No.	%
Help him consider capabilities, help make plans	6	55%
Get some work experience	4	36%
Go to college/stay in school	0	--
No advice	1	9%

19. Has there been any discussion in any of your classes about jobs, how you choose a career, and how you prepare for the career you have chosen?

Total Responses = 7

Yes	6	86%
No	1	14%

IF YES TO Q. 19:

20. What kinds of things were discussed?

Total Responses = 7*

Descriptions of various occupations	2	29%
Factors to consider in selecting occupations	3	43%
How to apply for a job, make a good impression	1	14%
Getting along with employer	1	14%

21. Was there any discussion of jobs available here in Northern New Mexico?

Total Responses = 6

Yes	3	50%
No	2	33%
Don't know	1	17%

*Multiple responses allowed

22. Did you get any information about jobs, careers, and preparing for them anywhere other than in classes?

Total Responses = 7

	No.	%
Yes	1	14%
No	6	86%

IF YES TO Q. 22:

23. Where did you get that information?

Total Responses = 1

	No.	%
Parents, Family	1	100%

24. Suppose I said, "O.K., if you don't want to, you don't have to go to school any more after today. It's up to you." Would you want to keep going to school or would you want to quit?

Total Responses = 7

	No.	%
Keep going	7	100%
Quit	0	--

IF KEEP GOING TO Q. 24:

25. Why would you want to stay in school? What do you think is good about it?

Total Responses = 14*

	No.	%
Education generally desirable	6	43%
Better jobs	6	43%
To get a diploma	2	14%

IF QUIT TO Q. 24:

26. Why?

Total Responses = 0

27. What would you do if you were not in school?

Total Responses = 0

28. How long do you think you will keep going to school? Do you expect to finish high school?

Total Responses = 7

	No.	%
Yes	7	100%
No	0	--

IF YES TO Q. 28:

28a. What about college: Do you plan on going to college?

Total Responses = 7

	No.	%
Yes	5	71%
No	2	29%
Undecided	0	--

29. What are the most important things to know in getting along?

Total Responses = 10*

	No.	%
Knowledge of self	0	--
Job skills	2	20%
Good character	0	--
Good education	3	30%
Other	4	40%
Don't know	1	10%

*Multiple responses allowed

30. Is school the best way to learn these things?

Total Responses = 6

	No.	%
School	6	100%
Other	0	--

IF OTHER TO Q. 30:

31. How does a person best learn?

Total Responses = 0

32. Will you keep learning all your life or stop learning when you stop going to school?

Total Responses = 7

	No.	%
Keep learning	7	100%
Stop learning	0	--

APPENDIX E

PENASCO FOURTH GRADE QUESTIONNAIRE RESPONSE DISTRIBUTIONS

1. Do you think everybody who's grown up and doesn't go to school should have a job?

Total Responses = 8

	No.	%
Yes	8	100%
No	0	--

IF YES:

2. Why do you think they should have a job?

Total Responses = 8

	No.	%
Support themselves	5	63%
Activity/stimulation	2	25%
Other	1	13%

IF NO TO Q. 1:

3. Why not?

Total Responses = 0

4. Do you expect to get a job yourself when you get through with school?

Total Responses = 8

	No.	%
Yes	8	100%
No	0	--
Don't know	0	--

IF YES:

5. What kind of work do you want to do?

Total Responses = 9*

	No.	%
Police work	2	22%
Medical (doctor, nurse)	2	22%
Secretarial/clerical	2	22%
Gas station attendant	1	11%
Other professional	2	22%

IF NO TO Q. 4:

6. What will you do?

Total Responses = 0

7. Have you learned anything about jobs in your class this year?

Total Responses = 8

	No.	%
Yes	4	50%
No	4	50%
Don't know	0	--

*Multiple responses allowed

IF YES TO Q. 7:

8. What kinds of things did you learn about jobs?

Total Responses = 4

	No.	%
Mentions job description, training, specific duties of specific occupation	3	75%
Mentions Career Education (nothing in particular)	1	25%

9. Which of these things that you learned did you find most interesting?

Total Responses = 4

	No.	%
Mentions specific occupation	4	100%

10. Are there some jobs you would like to find out more about?

Total Responses = 8

	No.	%
Yes	8	100%

IF YES TO Q. 10:

11. What kinds of jobs would you like to find out about?

Total Responses = 16*

	No.	%
Health/Medical	4	25%
Education	2	13%
Secretarial/clerical	1	6%
Police work	1	6%
Skilled trade	2	13%
Movie-making/acting	2	13%
Religious	1	6%
Other professional	1	6%
Business	2	13%

*Multiple responses allowed

12. And what would you like to know about those jobs?

Total Responses = 7

	No.	%
Mentions specific duties/skills of specific occupation	6	86%
Don't know	1	14%

13. Suppose I said, "O.K., if you don't want to, you don't have to go to school any more after today. It's up to you." Would you want to keep going to school or would you want to quit?

Total Responses = 8

Keep going	8	100%

IF KEEP GOING:

14. Why would you want to stay in school? What do you think is good about it?

Total Responses = 11*

Good education is generally desirable	7	64%
Completion of school will result in better jobs	2	18%
To get a diploma	0	--
To be with friends	1	9%
Other	1	9%

IF QUIT:

15. Why would you want to quit?

Total Responses = 0

16. How long do you think you will keep going to school? Do you think you will go to high school?

Total Responses = 8

Yes	7	88%
No	0	--
Don't know	1	13%

*Multiple responses allowed

IF YES TO Q. 16:

17. Go to college?

Total Responses = 7

	No.	%
Yes	5	71%
No	1	14%
Don't know	1	14%

IF YES TO Q. 16, 17:

18. Why do you think going to (highest education level mentioned) is a good idea? Why do you want to go to (highest education level mentioned)?

Total Responses = 8*

	No.	%
Learn more; bigger and better problems	4	50%
Preparation for job/career	3	38%
Other	1	13%

19. Do you think you will keep on learning all your life or will you stop learning things when you stop going to school?

Total Responses = 8

	No.	%
Keep learning	5	63%
Stop learning	3	38%

APPENDIX E/C

COMPARISON FOURTH GRADE QUESTIONNAIRE RESPONSE DISTRIBUTIONS

1. Do you think everybody who's grown up and doesn't go to school should have a job?

Total Responses = 4

	No.	%
Yes	4	100%
No	0	--

IF YES TO Q. 1:

2. Why do you think they should have a job?

Total Responses = 4

Support themselves	1	25%
Activity/stimulation	2	50%
Non-response	0	--
Have a good life	1	25%

IF NO TO Q. 1:

3. Why not?

Total Responses = 0

4. Do you expect to get a job yourself when you get through with school?

Total Responses = 4

Yes	4	100%
No	0	--
Don't know	0	--

IF YES:

5. What kind of work do you want to do?

Total Responses = 4

Medical (Doctor, Nurse)	2	50%
Education	1	25%
Farmer	1	25%

IF NO TO Q. 4:

6. What will you do?

Total Responses = 0

7. Have you learned anything about jobs in your class this year?

Total Responses = 4

Yes	4	100%
No	0	--

IF YES TO Q. 7:

8. What kinds of things did you learn about jobs?

Total Responses = 4

	No.	%
Mentions job description, training, specific duties of specific occupation	2	50%
Mentions career education (nothing in particular)	1	25%
Didn't recall	1	25%

9. Which of these things that you learned did you find most interesting?

Total Responses = 4

	No.	%
Mentions specific occupation	3	75%
Other	1	25%

10. Are there some jobs you would like to find out more about?

Total Responses = 4

	No.	%
Yes	3	75%
Don't know	1	25%

IF YES TO Q. 10:

11. What kinds of jobs would you like to find out about?

Total Responses = 3

	No.	%
Health/Medical	1	33%
Skilled trade	1	33%
Business	1	33%

12. And what would you like to know about those jobs?

Total Responses = 3

	No.	%
Mentions specific duties/skills of specific occupation	3	100%

13. Suppose I said, "O.K., if you don't want to, you don't have to go to school any more after today. It's up to you." Would you want to keep going to school or would you want to quit?

Total Responses = 4

	No.	%
Keep going	4	100%
Quit	0	--

IF KEEP GOING:

14. Why would you want to stay in school? What do you think is good about it?

Total Responses = 4

	No.	%
Good education is generally desirable	2	50%
Completion of school will result in better jobs	1	25%
To get a diploma	1	25%

IF QUIT (SEE Q. 13):

15. Why would you want to quit?

Total Responses = 0

16. How long do you think you will keep going to school? Do you think you will go to high school?

Total Responses = 4

	No.	%
Yes	4	100%
No	0	--
Don't know	0	--

IF YES TO Q. 16:

17. Go to college?

Total Responses = 4

	No.	%
Yes	3	75%
No	0	--
Don't know	1	25%

• IF YES TO Q. 16, 17:

18. Why do you think going to (highest education level mentioned) is a good idea? Why do you want to go to (highest education level mentioned)?

Total Responses = 4

Learn more; bigger and better problems	1	25%
Preparation for job/career	2	50%
Don't know	1	25%

19. Do you think you will keep learning things when you stop going to school?

Total Responses = 4

Keep learning	2	50%
Stop learning	2	50%